

**IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
HOT SPRINGS DIVISION**

**W.T. DAVIS, INDIVIDUALLY, et al.**

**PLAINTIFFS**

**V.**

**CASE NO. 6:89-CV-06088**

**HOT SPRINGS SCHOOL DISTRICT, et al.**

**DEFENDANTS**

**AFFIDAVIT OF CUTTER-MORNING STAR SCHOOL DISTRICT**

I, Dr. Nancy Anderson, appear and state on oath and to the best of my knowledge, information, and belief that the following is true and accurate:

1. I am of legal age, competent to testify, and have personal knowledge of the facts stated in this affidavit.
2. I am the Superintendent for the Cutter Morning Star School District, a position I have held for 10 years. Part of my role includes implementing and overseeing educational policies and procedures, ensuring fair and quality education for all students across the district. I am also responsible for leading the development of our curriculum in alignment with state standards and maintaining a positive educational environment that promotes student success and staff professional growth.
3. Within my capacity as an authorized representative of the Cutter Morning Star School District, I am authorized to make this affidavit.
4. This affidavit is being provided to support that the Cutter Morning Star School District has complied with the terms of the Garland County School Desegregation Case Comprehensive Settlement Agreement ("Settlement Agreement") entered into on November 25, 1991, and approved by court order on April 28, 1992.

5. I have access to and custody of business records, documents, and files of the regularly conducted business activities of the Cutter Morning Star School District as they relate to the factual issues outlined in the Settlement Agreement (“Business Records”).

6. The Business Records consist, in part, of: (i) records, instruments, signed writings and data compilations of acts and events made at or near the time by, or from information transmitted by, a person with knowledge; (ii) made as a part of the regular practice of the Cutter Morning Star School District’s business activities; and (iii) kept in the course of the Cutter Morning Star School District’s regularly conducted business activities.

7. The Business Records are utilized in the creation of the Garland County Desegregation Monitoring Report (the “Report”) which is prepared annually by the Arkansas Division of Elementary and Secondary Education<sup>1</sup> (“DESE”) in compliance with the Settlement Agreement. The 2021-2022 Report is attached hereto as Exhibit 1.

8. I base all factual statements in this affidavit on my own personal knowledge, on the content of the Business Records, and on the information compiled in the Report.

9. The Cutter Morning Star School District is and has been dedicated to creating more equitable and integrated schools by complying with the terms of the Settlement Agreement.

10. The Settlement Agreement required the Garland County School Districts to implement the Arkansas School Choice Act of 1989.

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<sup>1</sup> The DESE is referred to as the Arkansas Department of Education in the Settlement Agreement.

11. The Settlement Agreement required the Garland County School Districts to organize a Garland County Education Consortium, which meets to discuss and examine matters relating to enrollment fluctuations, student ratios, compliance with educational standards, consolidation impact, joint and bulk purchasing, sharing of programs and personnel, and hiring of minority teachers and staff.

12. The Settlement Agreement required the State Board of Education to provide funding to the Garland County School Districts to provide:

- a. staff development training programs that aim to build skills in intervening with at-risk students, educate staff on civil rights obligations, improve understanding and management of race relations problems, and teach multicultural counseling strategies;
- b. multicultural and self-esteem curriculum and education materials;
- c. staff training on adequately measuring and analyzing, in a non-discriminatory, unbiased manner, students' academic achievement;
- d. assistance with determining and addressing through data the over-identification of minority students in special education and the under-identification of minority students in gifted and talented programs;
- e. programs for teachers and administrators to assist them in improving student achievement, effective school management, increasing parental involvement, classroom management, establishing a school volunteer program, cooperative learning, and assistance with self-evaluation and compliance plans;

- f. one school representative to attend the Annual Institute for Special Education Law;
- g. assistance in applying for various grant programs;
- h. monitoring by the DESE to determine if the Cutter Morning Star School District is providing desegregated education to all Garland County students; and
- i. a designated DESE representative to meet annually with the Garland County Education consortium to discuss enrollment, attendance, and black/white ratios in Garland County schools.

13. The Cutter Morning Star School District has complied with the terms of the Settlement Agreement to facilitate the quality education for all children of Garland County.

14. With respect to implementing the Arkansas School Choice Act of 1989, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has implemented the Arkansas School Choice Act of 1989 to facilitate the movement of students, both black and white, who desire to avail themselves of the diverse educational offerings offered by the Cutter Morning Star School District. See Exhibit 1 at 4-5, demonstrating the Cutter Morning Star School District's compliance with the requirement of implementing the Arkansas School Choice Act of 1989.

15. With respect to the creation of the Garland County Education Consortium, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Garland County Education Consortium is organized and active. The



Garland County Education Consortium meets at least annually to carry out the duties set forth in the Settlement Agreement. See Exhibit 1 at 6, 108-11, demonstrating the Cutter Morning Star School District's compliance with the requirement of organizing and participating in the Garland County Education Consortium.

16. With respect to staff development training programs, according to the Report, the DESE continues to make available staff development training programs to new staff members of the Cutter Morning Star School District in the areas of teacher assistance team training, civil rights awareness training, race relations seminar, and multicultural counseling strategies. See Exhibit 1 at 7, 24, demonstrating compliance with the requirement of staff development training programs.

17. With respect to multicultural and self-esteem curriculum and education materials, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has implemented a multicultural and self-esteem curriculum that is integrated into all subject areas and grade levels. The curriculum includes a variety of materials, such as books, videos, and activities, that promote positive self-image, cultural awareness, understanding, and respect among students of all backgrounds. See Exhibit 1 at 11-21, 24-27, demonstrating the Cutter Morning Star School District's compliance with the requirement of multicultural and self-esteem curriculum and education materials.

18. With respect to testing and assessment, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District implemented staff training programs that teach educators how to measure and analyze students' academic achievement in a non-discriminatory,

unbiased manner. The training program covers topics such as the use of objective assessment tools, avoiding bias in grading and evaluation, and identifying and addressing achievement gaps. The training has been provided to all staff members involved in assessing student performance, including teachers, counselors, and administrators. See Exhibit 1 at 3, 14, 15-16, 24-25, 115-118, demonstrating the Cutter Morning Star School District's compliance with the requirement of staff training on non-discriminatory student achievement analysis.

19. With respect to special education and gifted and talented programs, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has encouraged and allowed participation by minority and underprivileged students in gifted and talented programs. See Exhibit 1 at 3-4, 25-27, demonstrating the Cutter Morning Star School District's compliance with special education and gifted and talented programs.

20. With respect to programs for improving student/teacher interactions, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has implemented programs for teachers and administrators to improve student achievement, effective school management, and parental involvement. These programs include training on classroom management, establishing a school volunteer program, and cooperative learning. The Cutter Morning Star School District has also provided assistance with self-evaluation and compliance plans to ensure that all programs are effective and aligned with the goal of ending discrimination. See Exhibit 1 at 8-18, demonstrating the Cutter Morning Star

School District's compliance with the requirement of programs for improving student/teacher interactions.

21. With respect to one school representative attending the Annual Institute for Special Education Law, according to the Report, the DESE continues to offer funding for at least one representative to attend the Annual Institute for Special Education Law each year on an ongoing basis. See Exhibit 1 at 7, demonstrating compliance with the requirement of one school representative attending the Annual Institute for Special Education Law.

22. With respect to grant programs, according to the Cutter Morning Star School District's Business Records as reflected in the Report, Cutter Morning Star School District has applied for and received various grant programs and the DESE provides assistance upon request. See Exhibit 1 at 4, 27, demonstrating the Cutter Morning Star School District's compliance with applying for various grant programs.

23. With respect to monitoring by the DESE, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District is subject to monitoring by the DESE to determine if it is providing desegregated education to all Garland County students. The Cutter Morning Star School District has implemented systems for data collection and reporting, and is committed to working collaboratively with the DESE to ensure compliance with desegregation requirements. See Exhibit 1 at 2-3, demonstrating the Cutter Morning Star School District's compliance with monitoring by the DESE.

24. With respect to the annual meeting with a DESE representative, according to the Cutter Morning Star School District's Business Records as reflected in the Report,

the Cutter Morning Star School District has ensured that the Garland County Education Consortium and a designated DESE representative meet annually to discuss enrollment, attendance and black/white ratios in Garland County schools. This meeting has promoted ongoing communication and collaboration between the Cutter Morning Star School District and the DESE and has identified areas for improvement related to equity and inclusion in the Cutter Morning Star School District. See Exhibit 1 at 6, 108-11, demonstrating the Cutter Morning Star School District's compliance with meeting annually with a DESE representative.

25. In addition to complying with the terms of the Settlement Agreement, the Cutter Morning Star School District has also complied with the factors set out in *Green v. County School Bd. of New Kent County, Va.*, by ensuring its students have equal access to high-quality facilities, transportation, extracurricular activities, and staff to achieve more equitable and integrated schools.

26. With respect to facilities, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has taken steps to ensure that all schools have equitable access to high-quality facilities, including regular maintenance and upgrades to school buildings and grounds, equitable allocation of resources for facility improvements, and the prioritization of schools in historically marginalized communities for facility improvements. See Exhibit 1 at 10, demonstrating the Cutter Morning Star School District's compliance with ensuring its students have equal access to high-quality facilities.

27. With respect to transportation, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star

School District has implemented transportation policies and programs that promote equitable access to schools for all students, including the provision of free or low-cost transportation for students who may not have access to reliable transportation, the equitable distribution of bus routes and stops, and the development of transportation plans that prioritize the needs of historically marginalized communities. See Exhibit 1 at 21-22, demonstrating the Cutter Morning Star School District's compliance with ensuring its students have equal access to transportation.

28. With respect to extracurricular activities, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has implemented policies and programs that ensure equitable access to extracurricular activities for all students, including the development of a wide range of extracurricular activities that appeal to diverse student interests, the provision of financial assistance for low-income students to participate in extracurricular activities, and the implementation of policies that prevent discrimination and promote inclusion in extracurricular activities. See Exhibit 1 at 18, demonstrating the Cutter Morning Star School District's compliance with ensuring its students have equal access to extracurricular activities.

29. With respect to staff, according to the Cutter Morning Star School District's Business Records as reflected in the Report, the Cutter Morning Star School District has implemented policies and programs that promote diversity, equity, and inclusion among faculty and staff, including the recruitment and retention of a diverse workforce, ongoing professional development on issues of equity and inclusion, and the implementation of anti-bias training programs for all staff. See Exhibit 1 at 8-9, 15-17,

24 demonstrating the Cutter Morning Star School District's compliance with ensuring its students have equal access to quality faculty and staff.

30. During my tenure with the Cutter Morning Star School District, the Cutter Morning Star School District has never been told by the DESE or any interested party that it was not fully complying with the requirements of the Settlement Agreement.

31. Based on the foregoing, the Cutter Morning Star School District has complied with the Settlement Agreement and the *Green* factors to remedy the vestiges of prior *de jure* racial segregation within the Cutter Morning Star School District's public education system and should, therefore, be declared unitary.

FURTHER AFFIANT SAYETH NAUGHT.

A handwritten signature in blue ink, reading "Dr. Nancy Anderson", is written over a horizontal line.

Dr. Nancy Anderson  
Superintendent  
The Cutter Morning Star School District

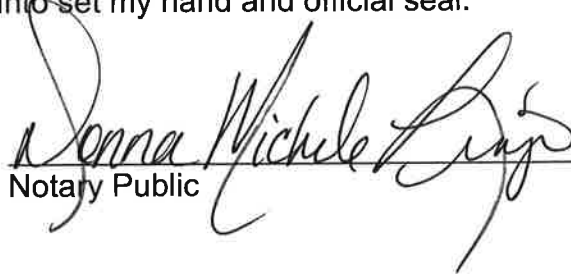
**ACKNOWLEDGMENT**

STATE OF ARKANSAS

COUNTY OF GARLAND

On this the 24 day of August, 8/24/2023, before me,  
a Notary Public, personally appeared Nancy Anderson, acknowledged to be the  
Superintendent of the Cutter Morning Star School District, and that as such, being  
authorized so to do, executed the foregoing instrument for the purposes therein  
contained, by signing her name thereto.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

  
\_\_\_\_\_  
Notary Public

My Commission Expires:

12/22/2029



# **Garland County Desegregation Monitoring Report 2021 – 2022**



**Arkansas Division of  
Elementary and Secondary Education  
Office of Legal Services  
Equity Assistance Center**

**July 21, 2022**

**EXHIBIT 1**



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## **I. Introduction**

The Arkansas Division of Elementary and Secondary Education (DESE) prepared this report in compliance with Section IV-G of the Garland County School Desegregation Case Comprehensive Settlement Agreement (October 16, 1991) (hereinafter referred to as the “Settlement Agreement”) ([Attachment I](#)). It requires that the DESE (described as the Arkansas Department of Education) provide equity monitoring in compliance with Standard XV (now Standard 2-A) of the Arkansas Standards for Accreditation to determine if the districts within Garland County are providing a quality, desegregated education to all of their students.

On August 18, 1989, the National Association for the Advancement of Colored People (NAACP) and individuals desiring to represent a class of African American patrons and students filed suit seeking the consolidation of all of the public school districts in Garland County, Arkansas. Also, joined as defendants were the Garland County Board of Education and the Arkansas State Board of Education. Later persuaded that consolidation of the school districts in Garland County was not necessary to achieve the common goal of providing a quality education in Garland County for all children, and also desiring to avoid expensive, divisive, and protracted litigation, the parties reached an agreement (Garland County School Desegregation Case Comprehensive Settlement Agreement) regarding essential terms and conditions designed to further the quality of education in Garland County and to end the litigation.

For the purposes of this report, the Cutter-Morning Star School District, Fountain Lake School District, Hot Springs School District, Jessieville School District, Lake Hamilton School District, Lakeside School District, and Mountain Pine School District will be referred to collectively as the “Districts”.

## **II. Arkansas Department of Education Monitoring Obligation**

As required by Section IV-G of the Settlement Agreement, the DESE provided equity monitoring in compliance with Standard 2-A of the Arkansas Standards for Accreditation. The primary purpose of this report is to evaluate the Districts’ success in accomplishing the goal of providing a quality, desegregated education for all children in Garland County.

## **III. Monitoring Process**

The monitoring process consisted of a collection and review of information from a variety of data sources. This included:

- Virtual focus interviews with each District Special Education Coordinator, District Section 504 Coordinator, and District Gifted and Talented Coordinator.
- An examination of District self-collected classroom observation data applying an equitable classroom practices observation tool.
- An examination of submitted evidence from each District regarding their compliance with the Settlement Agreement.

- An examination of data gathered within the Statewide Information System (SIS). SIS is a web-based system developed by the Arkansas Department of Education's Research and Technology Division to enable Arkansas school systems to submit and certify data to the State. The completeness of the SIS data included in this report is reliant upon the most recent information available by the development of this report and each school districts' submission utilizing eSchoolPlus software.

Results from this review led to the development of this monitoring report.

#### **IV. Obligations under the Settlement Agreement**

In accordance with Section IV-G of the Garland County School Desegregation Case Comprehensive Settlement Agreement, this report provides a review of the areas described in the agreement focusing on activities that the Districts and the DESE have been involved in to ensure that the terms and conditions of the Settlement Agreement are met.

- **Arkansas Code Annotated §6-18-206. Public School Choice** – Pursuant to Section II of the Settlement Agreement, the Districts agree to implement Act 609 of the 1989 Regular Session of the Arkansas General Assembly, better known as the School Choice Act. This report provides evidence of this implementation and student participation in school choice.
- **Garland County Education Consortium** – Pursuant to Section III of the Settlement Agreement, the Districts agree to organize and meet in the Garland County Education Consortium. This report provides evidence of the organization, meeting, and issues discussed by the consortium.
- **Staff Development** – Pursuant to Section IV-A of the Settlement Agreement, the DESE and the Districts agree to ensure that staff receives necessary and appropriate development through various programs to aid staff in providing a quality, desegregated education for all students. This report provides a description of these activities.
- **Curriculum** – Pursuant to Section IV-B of the Settlement Agreement, the DESE and the Districts agree to provide and engage in curriculum development. This report provides a description of the curriculum and equitable opportunities for student learners and evidence of curriculum alignment.
- **Testing and Assessment** – Pursuant to Section IV-C of the Settlement Agreement, the DESE and the Districts agree to collect and analyze student test score data to improve awareness and address the achievement gaps between the test scores of African American students and White students. This report provides evidence of student achievement as measured by the ACT Aspire summative assessment ([Attachment VI](#)).
- **Special Education and Gifted and Talented** – Pursuant to Section IV-D of the Settlement Agreement, the DESE and the Districts agree to determine and address through data the over-identification of minority students in special education and the under-identification of minority students in Gifted and Talented

programs. This report provides the enrollment of students in special education programs (students served under the Individuals with Disabilities Education Act [IDEA]), Section 504 programs (students served under Section 504 of the Rehabilitation Act of 1973), and Gifted and Talented programs for the most recent three years. This report provides information on performance in special education against state targets (e.g., disproportionality) outlined in the Special Education State Performance Plan (SPP).

- **Student and Teacher Interaction** – Pursuant to Section IV-E of the Settlement Agreement, the DESE and the Districts agree to monitor and implement programs that aim at improving student and teacher relationships and ensuring positive day-to-day interactions between students and teachers. This report provides information on the use of equitable classroom practices and culturally responsive teaching behaviors.
- **Grants** – Pursuant to Section IV-F of the Settlement Agreement, the DESE upon request provides assistance in applying for and securing the following grants: Drug-Free Schools and Communities, Effective Schools, Math and Science, Classroom Management, Alternative School, and Middle-Level School. This report provides a description of awarded grants.

## V. Arkansas Code Annotated §6-18-206, Public School Choice

Section II of the Settlement Agreement states that districts “agree to implement or have already implemented as a show of good faith, Act 609 of the 1989 Regular Session of the Arkansas General Assembly, better known as the School Choice Act, to facilitate the movement of students, black and white, who desire to avail themselves of the diverse educational offerings, offered by the respective school districts in Garland County.”

Table 1 presents the school choice student enrollment totals by each school district for the most recent three school years. The reported number of students participating in school choice for the Districts increased by 46 students from the 2020-2021 school year to the current 2021-2022 school year.

<b>TABLE 1: Total School Choice Enrollment in the Districts by School Year</b>					
<b>District</b>	<b>2021-2022</b>	<b>2020-2021</b>	<b>2019-2020</b>	<b>Change (20-21 to 21-22)</b>	<b>Change (19-20 to 20-21)</b>
Cutter-Morning Star	154	150	133	+4	+17
Fountain Lake	81	92	100	-11	-8
Hot Springs	188	183	170	+5	+13
Jessieville	75	66	72	+9	-6
Lake Hamilton	195	167	153	+28	+14
Lakeside	540	521	501	+19	+20
Mountain Pine	45	53	57	-8	-4
<b>Total</b>	<b>1,278</b>	<b>1,232</b>	<b>1,186</b>	<b>+46</b>	<b>+46</b>

Source: Arkansas Statewide Information System (SIS)

Table 2 presents the school choice student enrollment status by district and student racial demographic for the most recent five years.

<b>TABLE 2: District School Choice Enrollment by Race</b>										
Race	<b>Cutter-Morning Star by School Year</b>					<b>Fountain Lake by School Year</b>				
	21-22	20-21	19-20	18-19	17-18	21-22	20-21	19-20	18-19	17-18
African American	4	6	4	2	2	0	0	0	1	5
Asian	5	5	5	0	0	0	0	0	0	0
Hawaiian / Pacific Islander	1	0	0	0	1	0	1	0	0	0
Hispanic	20	17	18	11	9	12	13	16	7	8
Native American	7	8	6	5	1	0	0	0	0	2
Two or More Races	18	20	18	13	12	11	15	16	9	5
White		94	82	54	43	58	63	68	49	53
Race	<b>Hot Springs by School Year</b>					<b>Jessieville by School Year</b>				
	21-22	20-21	19-20	18-19	17-18	21-22	20-21	19-20	18-19	17-18
African American	11	11	10	7	8	0	1	1	2	2
Asian	1	2	2	2	3	0	0	0	0	0
Hawaiian / Pacific Islander	0	0	0	0	0	1	1	1	1	1
Hispanic	35	22	24	18	16	3	1	1	3	1
Native American	0	0	0	0	0	0	0	0	0	0
Two or More Races	22	21	13	10	6	15	13	5	4	2
White	119	127	121	85	78	56	50	64	54	66
Race	<b>Lake Hamilton by School Year</b>					<b>Lakeside by School Year</b>				
	21-22	20-21	19-20	18-19	17-18	21-22	20-21	19-20	18-19	17-18
African American	18	17	13	15	12	72	70	82	69	54
Asian	0	0	0	0	0	2	2	4	2	2
Hawaiian / Pacific Islander	0	0	0	0	0	0	0	0	0	0
Hispanic	27	26	22	23	20	120	111	97	70	65
Native American	5	6	9	3	2	4	5	3	3	6
Two or More Races	33	26	21	17	16	66	57	45	34	36
White	112	92	88	63	57	276	276	270	204	185

Race	Mountain Pine by School Year				
	21-22	20-21	19-20	18-19	17-18
African American	1	3	5	1	0
Asian	0	0	0	0	0
Hawaiian / Pacific Islander	2	4	2	2	0
Hispanic	2	2	3	1	0
Native American	0	0	0	0	0
Two or More Races	17	18	20	0	0
White	23	26	27	15	15

Source: Arkansas Statewide Information System (SIS) & My School Info.

## VI. Garland County Education Consortium

Section III of the Settlement Agreement requires the Districts to organize the Garland County Education Consortium. The Consortium discusses and examines, among other matters as may be agreed to by its members, the following issues as set forth in Section III, 1-7, of the Settlement Agreement: (1) enrollment fluctuations; (2) student ratio; (3) compliance with the Arkansas Standards for Accreditation; (4) consolidation; (5) joint and bulk purchasing; (6) sharing of programs and personnel; and (7) hiring of minority teachers and staff.

The Garland County Education Consortium is organized and active. The Consortium meets at least annually to carry out the duties and responsibilities as set forth in the Settlement Agreement.

Hot Springs School District Superintendent Dr. Stephanie Nehus, Secretary of the Garland County Education Consortium for the 2021-2022 school year, provided an agenda for the meeting held on July 21, 2022 ([Attachment IV](#)).

The DESE determined and provided the available labor pool of certified African American teachers and administrators in Garland County ([Attachment IX](#)).

## VII. State Board of Education Responsibilities

Section IV-A through IV-H of the Settlement Agreement describes additional responsibilities that the DESE must fulfill in order to comply with the terms and conditions of the agreement. The Settlement Agreement states that the DESE “agrees to perform and fund the following acts or to provide the following described services to the school districts in order to assist these districts in providing quality desegregated education for all of their students.”

The following information describes the efforts of the DESE, pursuant to Section I-A of the Settlement Agreement, in ensuring that every District receives necessary and appropriate staff development through various programs.

The DESE remains available to provide support to the Districts in the following areas:

- Staff Development
- Curriculum
- Testing and Assessment
- Special Education and Gifted and Talented
- Student and Teacher Interaction
- Grants
- Monitoring
- Participation in the Consortium

The Arkansas DESE continues to make available upon request professional development periodically to new staff members of the Districts in the areas of teacher assistance team training, civil rights awareness training, race relations seminar, and multicultural counseling strategies.

In addition, the Arkansas DESE Special Education Unit continues to offer funding for the Garland County Education Consortium to send one selected representative to the Annual Law Review Publications' (LRP) National Institute on Legal Issues for Educating Individuals with Disabilities. For the 2021-2022 academic year, the Consortium selected Suzanne Walls, Jessierville School District Special Education Supervisor, as the representative to attend the institute.

## **VIII. Compliance with Equity Guidelines**

Section IV-G requires the DESE to provide equity monitoring in compliance with Standard 2-A of the Arkansas Standards for Accreditation in order to determine if the districts are providing a quality, desegregated education to all students.

In compliance with the Settlement Agreement, the 2022-2022 monitoring team conducted a data review of each District in Garland County. The review included interviews held with District Special Education Coordinators, District Section 504 Coordinators, and District Gifted and Talented Coordinators as well as an inspection of evidence and certified data.

## **IX. Educational Equity Guidelines**

The DESE defines educational equity as the product of a process that ensures fairness for every child within an educational system. This concept of equity recognizes that some students must receive differential treatment in order to achieve fairness within the school environment.

Educational equity goals were designed to assist Arkansas school districts and charter



schools with the development of plans for implementing and monitoring equitable educational opportunities that are free of discrimination on the basis of age, disability, national origin, race, or sex. The educational equity goal areas (A-M) were used to monitor compliance with the Settlement Agreement.

#### **A. Administrative Procedures**

GOAL: School districts shall provide assurances of compliance and implementation.

Pursuant to Standard 2-A of Arkansas Standards for Accreditation, the following actions are required:

- Designate an Equity Coordinator who is responsible for compliance activities and who has an active role in identifying concerns related to discrimination and differential treatment, assessing needs of fairness and inclusion, and advising on equitable processes. Table 3 presents the Equity Assistance Coordinators as reported by each school district and collected by the Division of Elementary and Secondary Education (DESE) K-12 State Data Warehouse.

<b>TABLE 3: 2021-2022 Equity Assistance Coordinators by District</b>	
<b>School District</b>	<b>Representative</b>
Cutter-Morning Star	Teresa Lawler
Fountain Lake	Stephen Campbell
Hot Springs	Becky Rosburg
Jessieville	Kendal Glomski
Lake Hamilton	Tracy Criss
Lakeside	Jamie Preston
Mountain Pine	Toby Crosby

Source: ADE Data Center School Personnel [Directory](#)

- Adopt grievance procedures designed to encourage local resolution of concerns rather than resorting to the external civil rights complaint processes.
- Develop and disseminate a nondiscrimination policy prior to the beginning of each school year to students, parents, employees, and the general public.
- Develop a nondiscrimination statement that is posted throughout the district's facilities, on the website and included in handbooks, application forms, and recruitment materials as directed by the appropriate regulation. Table 4 presents some of the nondiscrimination statements for each District in Garland County.



<b>TABLE 4: Nondiscrimination Statement</b>	
<b>School District</b>	<b>Website</b>
Cutter-Morning Star	Statement <a href="#">Link</a>
Fountain Lake	Statement <a href="#">Link</a>
Hot Springs	Statement <a href="#">Link</a>
Jessieville	Statement <a href="#">Link</a> & <a href="#">Link</a>
Lake Hamilton	Statement <a href="#">Link</a>
Lakeside	Statement <a href="#">Link</a> & <a href="#">Link</a>
Mountain Pine	Statement <a href="#">Link</a>

Source: School District Website

- Conduct a self-evaluation to determine whether policies or practices discriminate against persons because of race, sex, national origin, age, or disability.
- Incorporate strategies to alleviate inequities in the districts and in school improvement plans.
- File equity assurances with the Arkansas Division of Elementary and Secondary Education (DESE) that describe the status of the district's compliance with laws and regulations regarding equitable educational opportunities. District equity assurances were submitted within their Equity Compliance Report by October 15<sup>th</sup> (Source: Arkansas Department of Education (ADE) [Data Center](#)).

## **B. Committees**

GOAL: School districts shall ensure the appointment of district-wide and school-based committees. These committees shall be unbiased and equitable. The committees shall demonstrate a working knowledge of educational programs that meet the needs of diverse populations.

Pursuant to Section IV-G of the Settlement Agreement, a member of the National Association for the Advancement of Colored People (NAACP) is to serve on each school district's Equity Committee. Table 5 displays the NAACP representatives for each District in Garland County.

<b>TABLE 5: NAACP Representatives by District</b>	
<b>School District</b>	<b>Representative</b>
Cutter-Morning Star	Marsalis Weatherspoon
Fountain Lake	Elmer Beard
Hot Springs	Elmer Beard
Jessieville	Linda Franklin
Lake Hamilton	Linda Franklin
Lakeside	Dee Coleman
Mountain Pine	Elmer Beard

Source: School District

### C. Discipline, Suspensions, and Expulsions

GOAL: School districts shall ensure that disciplinary policies and practices are nondiscriminatory.

Table 6 presents the in-school suspension and out-of-school suspension discipline actions during the 2021-2022 school year by racial demographic. The percent represents the number of students by race provided each type of suspension action out of the total number of students that were provided that same suspension action.

<b>TABLE 6: 2021-2022 Student Discipline Suspension Actions by Race</b>						
In-School Suspension						
District	African American	Asian	Hispanic	Native American	Two or More	White
Cutter-Morning Star	2.22%	0%	11.11%	1.43%	7.78%	77.78%
Fountain Lake	0%	0%	6.77%	0%	2.26%	90.98%
Hot Springs	46.88%	0.36%	12.12%	0.18%	11.76%	28.7%
Jessieville	0%	0%	2%	0%	10%	88%
Lake Hamilton	7.44%	0.32%	7.44%	0%	9.06%	75.72%
Lakeside	19.11%	0.68%	10.24%	0.34%	9.9%	59.73%
Mountain Pine	5.63%	0%	4.23%	0%	12.68%	77.46%
Out-of-School Suspension						
District	African American	Asian	Hispanic	Native American	Two or More	White
Cutter-Morning Star	0%	0%	33%	0%	0%	66.67%
Fountain Lake	2.63%	0%	5.26%	0%	2.63%	89.47%
Hot Springs	52.19%	0%	10.36%	0.4%	11.55%	24.7%
Jessieville	5.71%	0%	0%	0%	5.71%	88.57%
Lake Hamilton	6.25%	0.52%	8.33%	0%	5.21%	79.69%
Lakeside	21.02%	0%	11.36%	0%	9.09%	58.52%
Mountain Pine	7.89%	0%	0%	0%	13.16%	78.95%

Percent (%) represents the number of suspended students per suspension action type (ISS/OSS) by race out of the total number of students suspended in that action type.

Source: My School Info.

### D. Facilities

GOAL: School districts shall ensure that decisions regarding the selection of school building sites, planning of new facilities and renovations, and closings of school facilities do not limit accessibility to students and do not limit desegregation of the local school district.

No evidence of decisions made by the school districts in Garland County regarding the selection and planning of new school building sites, renovations, or closings that limit accessibility to students or limit desegregation of the local school districts.

**E. Honors and Awards**

GOAL: School districts shall ensure that no student is denied access to being selected for honors and awards through the establishment of unbiased and equitable policies and procedures related to honors and awards programs in each school within each district.

No evidence is shown of students being denied access or deprived of opportunity for selection to receive an honor or award due to biased or inequitable policies and procedures in school districts in Garland County.

**F. Instructional Services**

GOAL: School districts shall ensure that no student is denied access to quality instructional services through the accomplishment of the following targeted areas:

- Curriculum and Instruction

Each District shall provide a curriculum that is reflective of cultural diversity. The subject matter shall reflect various ethnic and cultural groups, including but not limited to females. Local and/or state-developed course content shall provide multicultural opportunities in all curriculum content areas.

Each District shall implement procedures to ensure that appropriate teaching strategies and instructional methods are utilized to meet the diverse needs of all student populations. Table 7 displays the percent of observed culturally responsive teaching behaviors within each District during February, March, and April of 2022. Percentages do not reflect an evaluation of overall teacher effectiveness, but rather a monitoring team's brief perceptual review of observed culturally responsive behaviors. A team of educators within each District, as identified by each District, observed classrooms for culturally responsive teaching behaviors. Not all classrooms within each school district were observed.

<b>TABLE 7: Percent of Observed Equitable Classroom Practices in 2022</b>								
Practice		Cutter-Morning Star	Fountain Lake	Hot Springs	Jessieville	Lake Hamilton	Lakeside	Mountain Pine
1	<i>Teacher has adequate materials/equipment to deliver instruction</i>	100%	100%	100%	100%	97%	98%	54%
2	<i>All students are involved in classroom instruction.</i>	100%	100%	100%	100%	100%	100%	100%
3	<i>Classroom seating patterns promote interaction among students with respect to race.</i>	100%	89%	100%	65%	81%	96%	82%
4	<i>Classroom seating patterns promote interaction among students with respect to gender.</i>	100%	93%	100%	76%	83%	94%	88%
5	<i>Bulletin boards, displays, &amp; publications reflect ethnicity.</i>	100%	67%	100%	48%	56%	79%	79%
6	<i>Quality instruction delivered at the appropriate grade level.</i>	100%	100%	100%	81%	84%	95%	54%
7	<i>Teacher uses proximity with all students equitably.</i>	88%	82%	100%	85%	75%	97%	59%
8	<i>Teacher acknowledges all student comments, responses, &amp; contributions equitably.</i>	100%	100%	100%	100%	89%	99%	54%
Overall Percent		99%	91%	100%	82%	89%	99%	71%

Source: School District

The taught curriculum extends to all offered programs. Table 8 displays the programs offered outside of regular school hours. Programs reported by each school district vary across schools within the district.

<b>TABLE 8: 2021-2022 Out of School Programs Offered</b>				
District	Before School	After School	Weekends	Summer Program
Cutter-Morning Star		✓		✓
Fountain Lake		✓		✓
Hot Springs	✓	✓		✓
Jessieville	✓	✓		✓
Lake Hamilton			✓	✓
Lakeside	✓	✓		✓
Mountain Pine		✓		✓

Source: Arkansas Department of Education (ADE) Data Center

Table 9 displays additional instructional programs available within each District. Reported programs vary across schools within each school district.

<b>TABLE 9: 2021-2022 Additional Instructional Programs Offered</b>		
<b>District</b>	<b>Service-Learning Projects/Course</b>	<b>School-Wide Character Education Programs</b>
Cutter-Morning Star	✓	✓
Fountain Lake	✓	✓
Hot Springs		✓
Jessieville	✓	✓
Lake Hamilton	✓	✓
Lakeside	✓	
Mountain Pine		✓

Source: Arkansas Department of Education (ADE) Data Center

Service-Learning Projects are defined as projects guided by a school staff member that engages students in addressing a need within their school or community. The activities must be curriculum integrated and include student planning, performance, reflection, and recognition.

To be identified as a school-wide character education program, it must be taught throughout the entire school.

- **Guidance and Counseling**

Each district shall provide equitable access for each student to a developmental guidance and counseling program that is designed to meet the needs of a diverse student population. Each district shall develop and use internal procedures for ensuring that guidance materials are nondiscriminatory.

No evidence is shown of students being denied access to a student-centered developmental guidance and counseling program in school districts in Garland County.

- **Learning Materials**

Each district shall adopt and implement policies and procedures to ensure that all students have equitable access to learning materials that are free of bias.

Table 10 displays learning materials relating to internet access, computer stations, and book volumes as reported by each school district.

<b>TABLE 10: Learning Materials</b>			
<b>District</b>	<b>2020-2021 Rooms Wired for Internet</b>	<b>2020-2021 Computer Stations</b>	<b>2021-2022 Book Volumes</b>
Cutter-Morning Star	88	58	25,337
Fountain Lake	204	1466	42,599
Hot Springs	402	898	54,194
Jessieville	83	153	23,323
Lake Hamilton	1,350	1848	61,774
Lakeside	275	6220	56,884
Mountain Pine	50	4	17,751

Source: Arkansas Department of Education (ADE) Data Center

Rooms wired for internet is defined as the number of rooms wired for accessibility to the Internet.

The quantity of computer stations includes the total number of instructional computer stations.

Book volumes are defined as the total number of book titles cataloged in school libraries and media centers.

- **Student Achievement**  
Each district shall implement nondiscriminatory procedures for disaggregation, and the use of standardized test data.

Criterion-referenced and norm-referenced test data disaggregation should comply with state statutes and DESE regulations with regard to the achievement of mastery and attainment of established performance indicators.

Each District documents efforts to reduce any disparities in student achievement between minority, non-minority, and/or other identifiable groups of students.

#### **G. Parental Involvement**

**GOAL:** Districts shall provide equitable opportunities for parental involvement.

District plans for parent and family engagement are developed, implemented, and posted for viewing by stakeholders on school district websites. Table 11 presents the 2021-2022 Parent and Family Engagement Plan for each District in Garland County.

<b>TABLE 11: 2021-2022 Parent and Family Engagement Plan</b>	
<b>School District</b>	<b>Website</b>
Cutter-Morning Star	<a href="#">Link</a>
Fountain Lake	<a href="#">Link</a>
Hot Springs	<a href="#">Link</a>
Jessieville	<a href="#">Link</a>
Lake Hamilton	<a href="#">Link</a>
Lakeside	<a href="#">Link</a>
Mountain Pine	<a href="#">Link</a>

Source: School District Website

## **H. School Displays**

GOAL: Bulletin boards, murals, recruitment materials, and classroom displays used in each District shall reflect the pluralistic nature of American society.

Table 7 of this report displays the percent of observed classroom bulletin boards, displays, and publications that reflect ethnicity in February, March, and April of 2022 (See equitable classroom practice number five [5]).

## **I. Staff Development**

GOAL: The staff development plan for each district shall demonstrate a commitment to educational equity by ensuring that school personnel have been provided:

- General knowledge based on training related to educational equity.
- Training related to equitable staffing practices.
- Training in teaching strategies related to multicultural curriculum delivery.
- Training related to effective strategies to enhance the achievement of diverse student populations.

Table 12 displays the number of 2020-2021 professional development hours as reported by each school district and collected by the DESE K-12 State Data Warehouse.

<b>TABLE 12: 2020-2021 Professional Development (PD)</b>		<b>2019-2020 PD</b>	<b>2020-2021 Personnel Records</b>
<b>District</b>	<b>Hours</b>	<b>+/- Change</b>	
Cutter-Morning Star	5,960	+1,781	67
Fountain Lake	8,681	+988	114
Hot Springs	20,058	+246	335
Jessieville	3,069	-176	69
Lake Hamilton	20,885	+781	307
Lakeside	16,925	+1,054	252
Mountain Pine	2,160	+300	36

Source: Arkansas Department of Education (ADE) Data Center

Details regarding staff development topics are described further within this report for each school district.

## J. Staffing

GOAL: Districts shall employ staff to ensure that students at each school have access to and contact with diverse certified personnel through the development and implementation of nondiscriminatory policies regarding hiring, placement, and compensation.

This report provides evidence of minority educator recruitment planning by each District pursuant to Arkansas Code Annotated § 6-17-1901, et seq. ([Attachment X](#)).

Table 13 displays the licensed teacher salary schedule reported by each school district in the 2021-2022 school year.

<b>TABLE 13: 2021-2022 Licensed Teacher Salary Schedule</b>		
0 Years of Experience		Top of Schedule & Highest Degree
Bachelor's	Master's	
36,000	40,650	53,150
39,250	43,375	61,780
41,109	45,701	62,060
36,000	40,650	52,650
41,050	44,150	62,250
45,067	49,109	69,196
36,000	43,000	56,100

Source: My School Info.

The process of ensuring that minority students are not taught at disproportionate rates by inexperienced or out-of-field teachers is a component of educator equity. Table 14 displays the average years of teaching experience within each school district for the most recent three years.

<b>TABLE 14: Average Years Teacher Experience</b>			
District	2021-2022	2020-2021	2019-2020
Cutter-Morning Star	4.91	5.55	6.30
Fountain Lake	10.88	10.19	11.23
Hot Springs	8.99	9.17	9.07
Jessieville	6.87	7.67	6.18
Lake Hamilton	13.87	14.84	14.41
Lakeside	11.53	12.32	11.71
Mountain Pine	7.59	6.85	6.45
State Average	11.54	11.82	11.92

Source: My School Info.



Table 15 displays the percentage of teachers that maintain certification and the number of licensure exceptions within each school district in the 2021-2022 school year.

<b>TABLE 15: 2021-2022 Teacher Certification and Licensure Exceptions</b>				
<b>District</b>	<b>Percent of Teachers Completely Certified (20-21)</b>	<b>Approved Additional Licensure Plans (ALP)</b>	<b>Approved Long-Term Substitutes (LTS)</b>	<b>Number of National Board Certified Teachers</b>
Cutter-Morning Star	95.96%	0	2	1
Fountain Lake	91.81%	2	0	0
Hot Springs	99.68%	0	0	11
Jessieville	94.49%	2	0	4
Lake Hamilton	99.07%	1	2	37
Lakeside	99.61%	2	0	12
Mountain Pine	95.95%	1	0	2

Source: My School Info. and National Board Certified Teachers (NBCT) [Directory](#)

An Additional Licensure Plan (ALP) is designed to support an educator employed out of their licensure content area. A Long-term Substitute Teacher (LTS) is defined as an individual who takes the place of the contracted teacher for longer than thirty (30) consecutive days and holds a minimum of a bachelor's degree or licensed to teach by the state of Arkansas. A National Board Certification (NBC) is a voluntary, advanced teaching credential that is beyond state licensure.

School district educator attendance is a component of equitable student outcomes. Monitoring employee absenteeism in schools serving minority students provides the opportunity to prevent disproportionate access to certified teachers each day. Table 16 presents certified employee annual leave days by each school district for the 2020-2021 school year.

<b>TABLE 16: 2020-2021 Certified Employee Annual Leave Days</b>				
<b>District</b>	<b>Certified Personnel</b>	<b>Sick</b>	<b>Personal &amp; Vacation</b>	<b>School Business &amp; Professional Development</b>
Cutter-Morning Star	103	379.00	70.50	44.50
Fountain Lake	168	1,350.00	47.00	209.50
Hot Springs	330	2,173.00	651.00	1,038.50
Jessieville	116	344.50	117.75	121.50
Lake Hamilton	335	1,964.12	624.51	304.50
Lakeside	278	1,181.50	592.50	565.01
Mountain Pine	86	165.50	164.50	0.00

Source: My School Info. and Arkansas Public School Computer Network (APSCN)

**K. Student Activities**

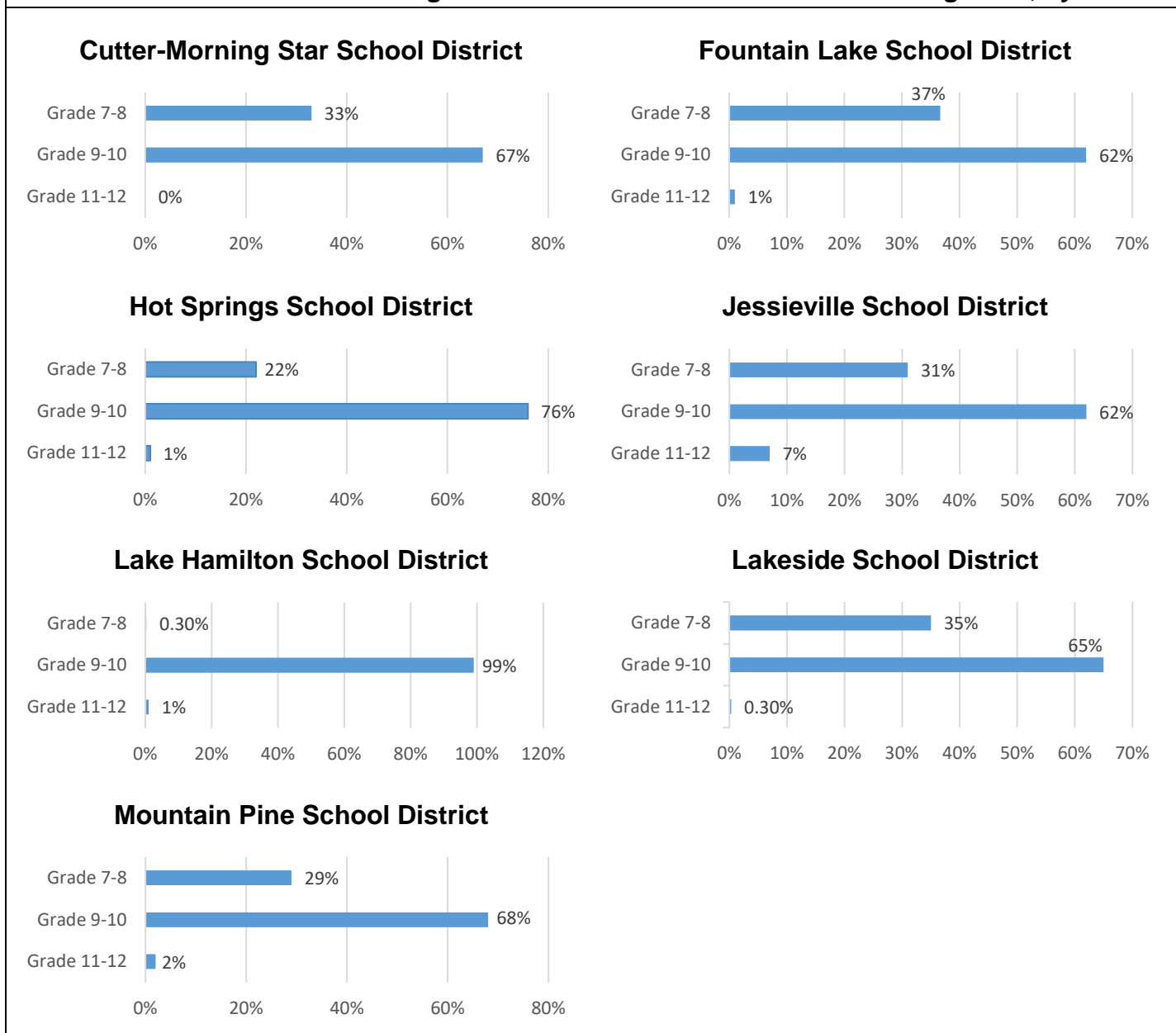
GOAL: Districts shall ensure that no student is denied equitable access to participate in student activities.

No evidence is shown of students being denied fair access to participate in student activities in school districts in Garland County.

**L. Student Assignments**

GOAL: Districts shall ensure that no student is denied equitable access to schools, classes, and programs of the district through the adoption and implementation of non-biased policies and procedures on student assignments at each organizational level.

Algebra is often referred to as a “gatekeeper course” because it is generally considered a prerequisite for higher-level mathematics courses. Early passage of this foundational mathematics course helps prepare students for subsequent coursework. Table 17 presents the percentage distribution of students enrolled in Algebra I, by grade span and school district.

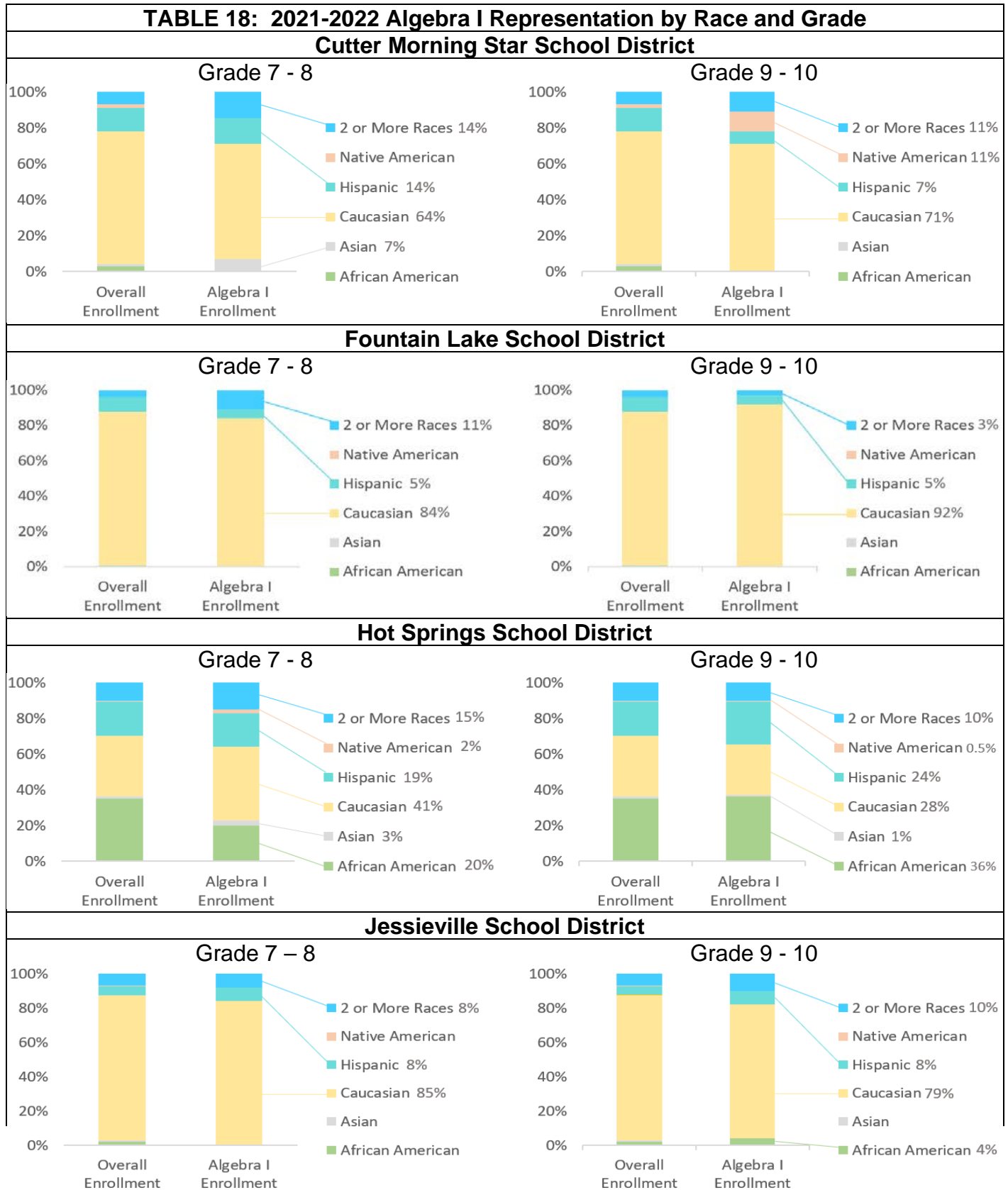
**TABLE 17: 2021-2022 Percentage Distribution of Students Enrolled in Algebra I, by Grade**

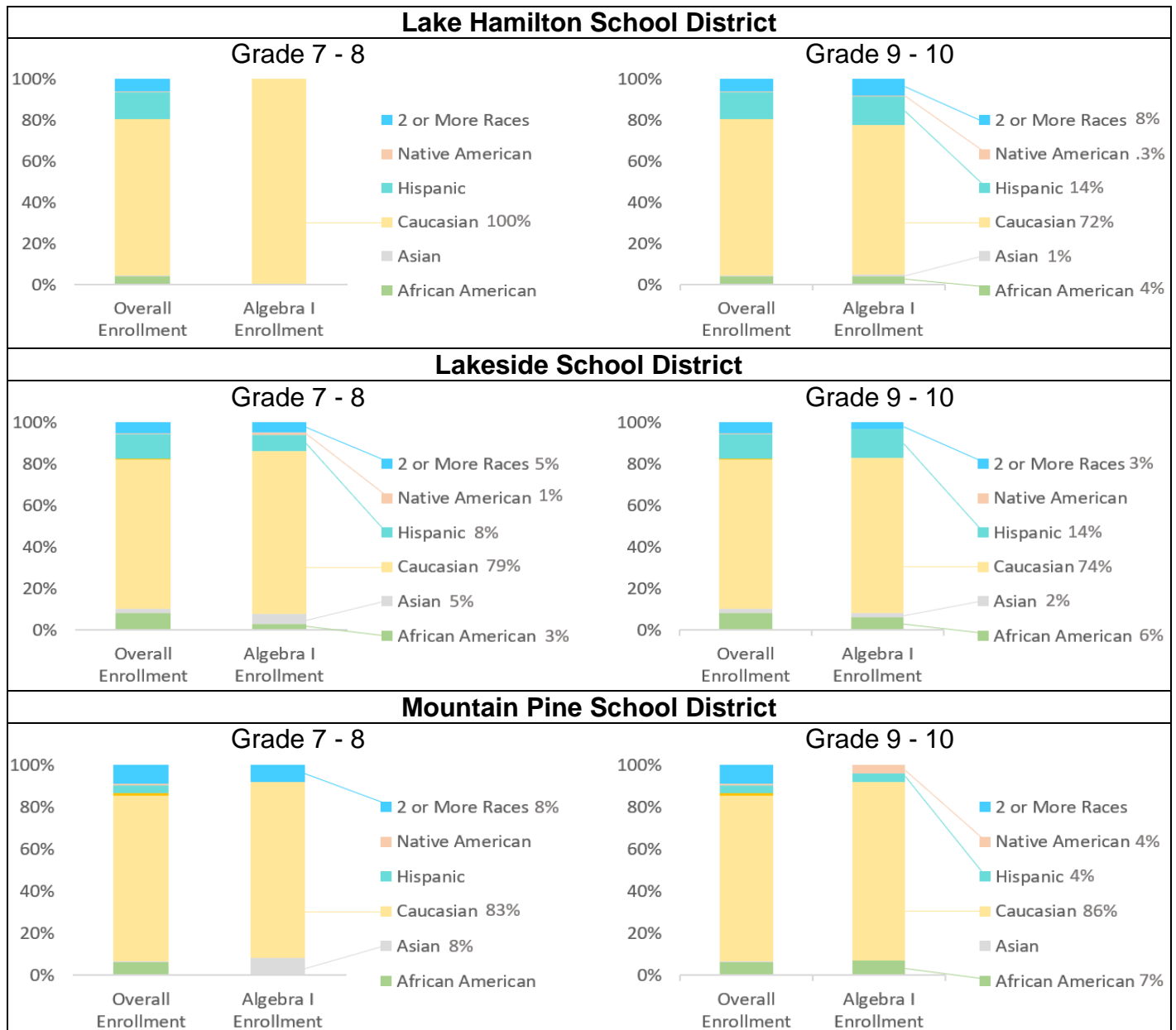
Percent (%) represents the number of students enrolled in Algebra I by grade span out of the total number of students enrolled in Algebra I.

Source: Arkansas Department of Education (ADE) Data Center

*Data [Highlights](#) on Science, Technology, Engineering, and Mathematics Course Taking in our Nation's Public Schools* developed by the United States Department of Education (USDOE) Office for Civil Rights (OCR), Civil Rights Data Collection describes as reported by 30,000 public schools in 2015-2016, six percent of students who were enrolled in Algebra I were in Grades 11 or 12. 69 percent of students who were enrolled in Algebra I were in Grades 9 or 10, and about 25 percent were in grades 7 or 8.

Table 18 presents the percentage distribution of students enrolled in Algebra I, by race, grade span, and school district.





Source: Arkansas Department of Education (ADE) Data Center and My School. Info.

### M. Transportation

GOAL: Districts shall ensure that transportation services in the district are not discriminatory through the following:

- Policies and procedures are developed and implemented to ensure that the travel time to and from school is not disproportionate among identifiable groups of students.
- Transportation policies and procedures are developed and implemented to ensure that no student is denied transportation services for which he/she is eligible under state and federal guidelines.

School district transportation services are a component of student attendance rates. Table 19 presents student attendance rates by racial demographic for the 2020-2021 school year for each District.

<b>TABLE 19: 2020-2021 Student Attendance Rates</b>			
<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Cutter-Morning Star	96.78%	95.97%	96.45%
Fountain Lake	RV	95.87%	94.72%
Hot Springs	94.48%	95.72%	95.35%
Jessieville	97.44%	97.82%	96.67%
Lake Hamilton	93.68%	94.47%	94.47%
Lakeside	95.40%	95.24%	95.91%
Mountain Pine	96.49%	96.84%	96.61%
State Average	93.84%	94.70%	94.76%

Source: My School Info.

### Cutter-Morning Star School District Data

#### Physical Characteristics

Cutter-Morning Star School District covers 236 square miles and is located east of Hot Springs on Highway 70.

#### Student Demographics

The student enrollment in the Cutter-Morning Star School District for the 2021-2022 school year was 671 students. Table 20 displays student racial demographics in the district for the most recent three years.

<b>TABLE 20: Cutter-Morning Star School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	17	2.53%	2.37%	3.1%
Asian	5	0.75%	0.95%	0.74%
Hawaiian/ Pacific Islander	1	0.15%	0%	0%
Hispanic	85	12.67%	11.83%	9.45%
Native American	10	1.49%	1.42%	1.03%
Two or More Races	49	7.3%	7.41%	7.39%
White	504	75.11%	76.03%	78.29%

Source: My School Info.

#### Teacher Demographics

Cutter-Morning Star School District currently employs 89 certified employees that are only teachers. Table 21 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 21: Cutter-Morning Star School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	0	0%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/ Pacific Islander	0	0%	0%	0%
Hispanic	0	0%	0%	0%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	0%
White	89	100%	100%	100%

Source: My School Info.

### Student and Teacher Demographics Comparison

Table 22 displays the teacher racial demographics as compared to the student racial demographics in the Cutter-Morning Star School District for the most recent two years.

<b>TABLE 22: Cutter-Morning Star School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-2.53%	-2.37%
Asian	-0.75%	-0.95%
Hawaiian/ Pacific Islander	-0.15%	0%
Hispanic	-12.67%	-11.83%
Native American	-1.49%	-1.42%
Two or More Races	-7.3%	-7.41%
White	+24.89%	+23.97%

### Staff Development

Professional development relevant to the Settlement Agreement at Cutter-Morning Star School District during the 2021-2022 school year includes the following topics:

- Child Maltreatment and Mandated Reporter
- Use of Technology for Instruction
- Professional Learning Communities (PLC)
- Response to Intervention for Struggling Learners
- Supports for Students with Dyslexia
- Supports for Students served under Section 504
- Supports for Students served with Individualized Education Programs (IEPs)
- Youth Mental Health First Aid

Source: Cutter-Morning Star School District

Planned professional development relevant to the Settlement Agreement at Cutter-Morning Star School District during the 2022-2023 school year includes:

- Inclusive Practices Project through Professional Learning Communities (PLC) at Cutter-Morning Star Elementary to ensure an intentional focus on inclusive practices to support students served under IDEA as well as other groups of struggling learners.

Source: Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) [Special Projects](#)

### Curriculum

Curricula changes made at Cutter-Morning Star School District during the 2021-2022 school year include:

- Cutter-Morning Star Elementary School:
  - Replaced SuperKids Literacy Resource with Benchmark Literacy Resource
- Cutter-Morning Star High School:



- Added ACT Preparation
- Added Advanced Placement (AP) US History
- Added Career Development
- Added Personal Learning Time remediation period based on student NWEA math and reading assessment scores
- Added Rocketry
- Replaced Bible History with Tools for Communication

Source: Cutter-Morning Star School District

### Alternative Education Services

The total enrollment in the Cutter-Morning Star School District alternative learning environment for the 2020-2021 school year was 8 students. Table 23 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 23: 2020-2021 Cutter-Morning Star School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	0	0%
Asian	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	2	25%
Native American	0	0%
Two or More Races	0	0%
White	6	75%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

### Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Cutter-Morning Star School District was 75 students. Table 24 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 24: Cutter-Morning Star School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	4	5.33%	5.13%	3.49%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	12	16%	17.95%	10.47%
Native American	1	1.33%	0%	0%
Two or More Races	3	4%	6.41%	5.81%
White	55	73.33%	70.51%	80.23%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.

### Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Cutter-Morning Star School District was 110 students. Table 25 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 25: Cutter-Morning Star School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	2	1.82%	2.25%	2.17%
Asian	1	0.91%	1.12%	1.09%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	11	10%	12.36%	8.7%
Native American	2	1.82%	3.37%	4.35%
Two or More Races	9	8.18%	7.87%	8.7%
White	85	77.27%	73.03%	75%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving services under Section 504 for the 2021-2022 school year in the Cutter-Morning Star School District was 69 students. Table 26 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 26: Cutter-Morning Star School District Providing Services Under Section 504</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	3	4.35%	2.47%	2.67%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	7	10.14%	11.11%	6.67%
Native American	2	2.90%	1.23%	1.33%
Two or More Races	9	13.04%	11.11%	12%
White	48	69.57%	74.07%	77.33%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Cutter-Morning Star School District was 83 students. Table 27 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 27: Cutter-Morning Star School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	2	2.41%	2.61%	2.99%
Asian	1	1.20%	0%	0.75%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	12	14.46%	14.78%	14.93%
Native American	2	2.41%	2.61%	1.49%
Two or More Races	6	7.24%	9.57%	7.46%
White	60	72.29%	70.43%	72.39%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Cutter-Morning Star School District during the 2021-2022 school year include:

- Homeless II Grant - \$7,782.34
- Pre-educator Startup Program Grant - \$33,218.14
- Hot Springs Women's Leadership Grant - \$1,000.00
- Garland County Library's Little Library Grant: Materials and labor for book sharing station
- First Book's Give a Million Grant - \$250.00
- REACH Grant - \$2,221.28
- Arkansas Transportation (Caps for Sidewalks Grant) - \$143.00
- Opportunity Culture Grant - \$75,000.00
- Resilient Schools Grant - \$35,000.00
- Joint Use Agreement Grant - \$30,500 (in submission process)
- McKinney-Vento Grant - \$20,000 (in submission process)

Source: Cutter-Morning Star School District

Grade Retention

The total number of students retained in the 2020-2021 school year in the Cutter-Morning Star School District was 9 students. Table 28 presents this provision by racial demographic in the district for that school year.

<b>TABLE 28: Cutter-Morning Star School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	0	0%	8.7%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	0	0%	4.35%
Native American	1	11.11%	0%
Two or More Races	0	0%	0%
White	8	88.89%	86.96%

Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

Withdrawals

The total withdrawals in the Cutter-Morning Star School District for the 2020-2021 school year was 12 students. Table 29 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 29: 2020-2021 Cutter-Morning Star School District Withdrawals by Race</b>		
<b>Reason</b>	Hispanic	White
Enrolled in Private School	0	1
Enrolled in Home School	1	8
Enrolled in Other School	0	1
Other	1	0

Source: Arkansas Department of Education (ADE) Data Center

Home School

The total number of students participating in home school residing in the Cutter-Morning Star School District during the 2020-2021 school year was 46 students. The number reflects 6.8% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Cutter-Morning Star School District was 50 students. Table 30 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 30: Cutter-Morning Star School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-20 SY Rate</b>	<b>2018-19 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	2	66.67%	100%	100%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	3	100%	0%	0%
Native American	0	0%	0%	0%
Two or More Races	2	66.67%	100%	75%
White	43	89.80%	93.48%	86.49%
	State Average	88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.

## Fountain Lake School District Data

### Physical Characteristics

Fountain Lake School District covers 185 square miles and is located north of Hot Springs on Highway 7.

### Student Demographics

Student enrollment in the Fountain Lake School District for the 2021-2022 school year was 1,296 students. Table 31 displays student racial demographics in the district for the most recent three years.

<b>TABLE 31: Fountain Lake School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	8	0.62%	0.38%	0.59%
Asian	3	0.23%	0.3%	0.3%
Hawaiian/Pacific Islander	0	0%	0.08%	0%
Hispanic	108	8.33%	9.42%	10.02%
Native American	2	0.15%	0.46%	0.45%
Two or More Races	51	3.94%	4.18%	4.75%
White	1,124	86.73%	85.18%	83.89%

Source: My School Info.

### Teacher Demographics

Fountain Lake School District currently employs 147 certified employees that are only teachers. Table 32 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 32: Fountain Lake School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	0	0%	0.72%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	3	2.04%	1.44%	1.59%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	0%
White	144	97.96%	97.84%	98.41%

Source: My School Info.

### Student and Teacher Demographics Comparison

Table 33 displays the teacher racial demographics as compared to the student racial demographics in the Fountain Lake School District for the most recent two years.

<b>TABLE 33: Fountain Lake School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-0.62%	-0.34%
Asian	-0.23%	-0.3%
Hawaiian/ Pacific Islander	0%	-0.08%
Hispanic	-6.29%	-7.98%
Native American	-0.15%	-0.46%
Two or More Races	-3.94%	-4.75%
White	+11.23%	+12.66%

### Staff Development and Curriculum

Professional development and curricula at the Fountain Lake School District during the 2021-2022 school year included:

- Continued integration of Google Classroom in grades 5-12.
- Continued integration of the SeeSaw Learning Management System in grades K-4.
- Supporting student learning loss and social and emotional needs as the school district transitioned to full face-to-face instructional delivery.

Source: Fountain Lake School District

### Alternative Education Services

The total enrollment in the Fountain Lake School District alternative learning environment for the 2020-2021 school year was 70 students. Table 34 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 34: 2020-2021 Fountain Lake School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	0	0%
Asian	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	6	8.57%
Native American	0	0%
Two or More Races	0	0%
White	64	91.43%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Fountain Lake School District was 81 students. Table 35 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 35: Fountain Lake School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	0	0%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	8	9.88%	6.58%	6.98%
Native American	1	1.23%	1.32%	1.16%
Two or More Races	6	7.41%	9.21%	10.47%
White	66	81.48%	82.89%	81.40%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.

Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Fountain Lake School District was 214 students. Table 36 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 36: Fountain Lake School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	4	1.87%	1.02%	0.93%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	16	7.48%	7.61%	7.94%
Native American	0	0%	0%	0%
Two or More Races	5	2.34%	3.55%	3.27%
White	189	88.32%	89.34%	87.85%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center



The total number of students receiving services under Section 504 for the 2021-2022 school year in the Fountain Lake School District was 121 students. Table 37 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 37: Fountain Lake School District Providing Services Under Section 504</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	0	0%	0%	0%
Asian	1	0.83%	0.98%	1.14%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	8	6.61%	6.86%	5.68%
Native American	0	0%	0%	0%
Two or More Races	6	4.96%	5.88%	6.82%
White	106	87.60%	86.27%	86.36%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Fountain Lake School District was 91 students. Table 38 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 38: Fountain Lake School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	0	0%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	7	7.69%	7.32%	6.25%
Native American	0	0%	0%	0%
Two or More Races	4	4.4%	6.1%	5%
White	80	87.91%	86.59%	88.75%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Fountain Lake School District during the 2021-2022 school year include:

- Arkansas Rural Education Association, National Institute for Excellence in Teaching, and the Walton Foundation partnership with the school district in a three-year program of professional development focused on improving teaching, learning, and leadership.

- Arkansas Department of Education, Division of Elementary and Secondary Education AWARE Mini-Grant - \$10,000.
  - To be eligible for the AWARE Mini-Grant the institution must be at least a Bronze Level School based on the School Health Assessment and Performance Evaluation (SHAPE) system.
  - Fountain Lake School District was awarded a Gold Level distinction.
  - The AWARE Mini-Grant is being used to provide direct mental health services, promote school mental health awareness, and implement trauma-informed practices.
- 21st Century Learning Center Grant was re-approved to continue afterschool programing.

Source: Fountain Lake School District

### Grade Retention

The total number of students retained in the 2020-2021 school year in the Fountain Lake School District was 25 students. Table 39 presents this provision by racial demographic in the district for that school year.

<b>TABLE 39: Fountain Lake School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	0	0%	0%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	2	8%	0%
Native American	0	0%	0%
Two or More Races	0	0%	14.29%
White	23	92%	85.71%

Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

Withdrawals

The total withdrawals in the Fountain Lake School District for the 2020-2021 school year was 41 students. Table 40 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 40: 2020-2021 Fountain Lake School District Withdrawals by Race</b>					
<b>Reason</b>	Hispanic	Native American	Hawaiian/ Pacific Islander	Two or More Races	White
Early Graduate	0	0	0	0	4
Enrolled in GED Program	1	0	0	0	2
Enrolled in Home School	0	0	0	0	16
Enrolled in Other School	0	2	1	1	7
Enrolled in Private School	0	0	1	1	0
Lack of Interest	0	0	0	0	3
Other	0	0	0	0	2

Source: Arkansas Department of Education (ADE) Data Center

Home School

The total number of students participating in home school residing in the Fountain Lake School District during the 2020-2021 school year was 108 students. The number reflects 7.6% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Fountain Lake School District was 103 students. Table 41 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 41: Fountain Lake School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-2020 SY Rate</b>	<b>2018-2019 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	0	0%	100%	100%
Asian	1	100%	0%	100%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	9	100%	87.50%	88.89%
Native American	2	100%	0%	0%
Two or More Races	4	100%	100%	87.5%
White	87	86%	94.51%	81.9%
	State Average	88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.

## Hot Springs School District Data

### Physical Characteristics

Hot Springs School District covers 36 square miles and is located within the city of Hot Springs.

### Student Demographics

Student enrollment in the Hot Springs School District for the 2021-2022 school year was 3,631 students. Table 42 displays student racial demographics in the district for the most recent three years.

<b>TABLE 42: Hot Springs School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	1,253	34.51%	35.19%	35.57%
Asian	30	0.83%	0.91%	0.87%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	707	19.47%	19.21%	19.64%
Native American	14	0.39%	0.39%	0.42%
Two or More Races	381	10.49%	10.33%	9.16%
White	1,246	34.32%	33.98%	34.34%

Source: My School Info.

### Teacher Demographics

Hot Springs School District currently employs 258 certified employees that are only teachers. Table 43 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 43: Hot Springs School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-2021 SY Percent</b>	<b>2019-2020 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	34	13.18%	12.2%	13.96%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	6	2.33%	1.97%	1.51%
Native American	0	0%	0%	0%
Two or More Races	1	0.39%	0.39%	0.38%
White	217	84.12%	85.43%	84.15%

Source: My School Info.

### Student and Teacher Demographics Comparison

Table 44 displays the teacher racial demographics as compared to the student racial demographics in the Hot Springs School District for the most recent two years.

<b>TABLE 44: Hot Springs School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-21.33%	-22.99%
Asian	-0.83%	-0.91%
Hawaiian/ Pacific Islander	0%	0%
Hispanic	-17.14%	-17.24%
Native American	-0.39%	-0.39%
Two or More Races	-10.1%	-9.94%
White	+49.8%	+51.32%

### Staff Development

Professional development relevant to the Settlement Agreement at Hot Springs School District during the 2021-2022 school year includes:

- Capturing Kids' Hearts (CKH), a relationship-focused program, was provided to all staff members as professional development to support its district-wide implementation.
  - The impact of this professional development includes improved school culture and teacher and student relationships.
- Racial and equity training entitled "Culturally Proficient Educator" led by Dr. Green, a professor at the University of Central Arkansas and former school leader provided to district leadership. Dr. Green also provided the same half-day training to every school campus prior to the beginning of the school year.
- "Beyond Conversations about Race" provided through Solution Tree and the Professional Learning Community (PLC) pilot cohort for teachers and leaders at Main Street Visual and Performing Arts Magnet. Dr. Anthony Muhammad, Dr. Douglas Reeves, and Dr. Kenneth Williams were keynote speakers.

Source: Hot Springs School District

Planned professional development relevant to the Settlement Agreement at Hot Springs School District during the 2022-2023 school year includes:

- Inclusive Practices Project through Professional Learning Communities (PLC) at Main Street Visual and Performing Arts Magnet to ensure an intentional focus on inclusive practices to support students served under IDEA as well as other groups of struggling learners.

Source: Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) [Special Projects](#)

### Curriculum

Curricula changes made at Hot Springs School District during the 2021-2022 school year include:

- Hot Springs elementary schools:
  - Foundation's phonics program added to support the Science of Reading as a replacement for Benchmark Phonics (Phonetic Connections).
  - Wit and Wisdom extended to grades K-8 for English Language Arts (ELA).
  - PhD Science added to grades 4 and 5 for the 2022-2023 school year.
- Continued district-wide implementation of Capturing Kids Hearts (CKH), a program that focuses on improving school cultures and strengthening the relationships between students and teachers.
  - Two schools were nominated again as National Showcase Schools - Park Magnet and Main Street Visual and Performing Arts (VPA) Magnet.
- Continued implementation of the professional learning communities (PLC) process at each campus.
  - Main Street VPA Magnet was named a Model PLC School.
  - Hot Springs Junior Academy - Cohort 4 Year 2.
  - Oaklawn STEM - Cohort 5 Year 1.
  - The early release Wednesday is district-wide with focused grade level and district meetings monthly.
  - K-12 Essential Standards were created for all grade levels to provide consistency across the K-6 campuses.
  - Reading Initiative for Student Excellence (R.I.S.E.) implementation for K-6 students with planned focus walks for evidence collection and embedded professional learning for all staff.
  - Science of Reading R.I.S.E. Trainers for grades K-2 and 3-6.
  - Middle Years Programme (MYP) School within a school for grades 7-10 and continued implementation of the International Baccalaureate Career-related Programme (IBCB) and International Baccalaureate Diploma Programme (IBDP) at Hot Springs World Class High School (HSWCHS).
  - Eureka Math as a primary resource for math instruction K-8. This platform provided a viable curriculum for math teachers.
  - Added a literacy curriculum, Wit and Wisdom, for comprehension for grades 3-6. Curriculum HUB and monthly focuses were sent to teachers with weekly job-embedded professional development.
  - The High-Reliability Schools (HRS) framework was implemented within the school district's guiding coalition team. Each campus focused on HRS Level 2- "Effective Instruction in Every Classroom". Six schools received HRS Level 1 Certification -
    - Park Magnet
    - Main Street VPA Magnet
    - Hot Springs World Class High School
    - Langston Elementary Leadership Academy Magnet
    - Hot Springs Junior Academy
    - Oaklawn STEM Magnet
    - Administrators were trained on HRS Level 2 to improve effective

teaching in every classroom.

Source: Hot Springs School District

#### Alternative Education Services

The total enrollment in the Hot Springs School District alternative learning environment for the 2020-2021 school year was 97 students. Table 45 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 45: 2020-2021 Hot Springs School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	58	59.79%
Asian	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	11	11.34%
Native American	0	0%
Two or More Races	0	0%
White	28	28.87%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

#### Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Hot Springs School District was 316 students. Table 46 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 46: Hot Springs School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	57	18.04%	17.23%	16.85%
Asian	7	2.22%	2.25%	1.79%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	61	19.3%	19.85%	19%
Native American	4	1.27%	1.12%	1.43%
Two or More Races	35	11.08%	10.11%	9.32%
White	152	48.1%	49.44%	51.61%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.



Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Hot Springs School District was 600. Table 47 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 47: Hot Springs School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	258	43%	40.33%	43.29%
Asian	0	0%	0.33%	0.17%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	93	15.50%	15.74	15.94%
Native American	0	0%	0%	0%
Two or More Races	65	10.83%	10.33%	8.39%
White	184	30.67%	33.11%	33.21%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving services under Section 504 for the 2021-2022 school year in the Hot Springs School District was 141 students. Table 48 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 48: Hot Springs School District Providing Services Under Section 504</b>				
<b>2021-2021 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	44	31.21%	33.06%	31.45%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	10	7.09%	5.65%	7.26%
Native American	2	1.42%	1.61%	1.61%
Two or More Races	17	12.06%	12.9%	10.48%
White	68	48.23%	46.77%	49.19%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.



The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Hot Springs School District was 262 students. Table 49 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 49: Hot Springs School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	114	53.51%	40.6%	43.2%
Asian	0	0%	0	0
Hawaiian/Pacific Islander	0	0%	0	0
Hispanic	33	12.6%	13.65%	17.6%
Native American	0	0%	0	0
Two or More Races	32	12.21%	13.99%	10.4%
White	83	31.68%	31.74%	28.8%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Hot Springs School District during the 2021-2022 school year include:

- Title I, Part A - \$2,913,265.65
- Title I, Part D - \$51,325.15
- Title II, Part A - \$214,065.04
- Title III - \$36,410.30
- McKinney-Vento - \$40,000.00
- Carl Perkins - \$113,010.00
- Arkansas Better Chance for School Success (ABC) - \$304,200.00
- Title IV - \$215,660.48
- Title VI - \$941,556.67
- Elementary and Secondary School Emergency Relief (ESSER) I - \$1,431,757.21
- ESSER II - \$ 9,607,235.62
- American Rescue Plan (ARP) - \$21,591,846.96
- ARP Homeless I - \$83,944.63
- ARP Homeless II - \$74,536.54
- SOAR Literacy Grant:
  - Hot Springs High School - \$50,000.00
  - Langston Leadership - \$25,000.00
  - Main Street - \$39,317.00
  - Oaklawn STEM - \$30,000.00
  - Park Magnet - \$19,900.00
- Gifted and Talented Grants:
  - Advanced Placement teacher grants for materials - \$2,000.00
  - Crystal Bridges Art Grants for art kits for grades 3-8 - \$200.00

- Arkansas Game and Fish grant for owl pellet dissection - \$350.00
- Hot Springs and Hot Springs Village Symphony Grant
- Hot Springs Foundation Grant
- Blue and You Mini-Grant for STEM
- Arkansas Community Foundation - Youth Advisory Council Grant
- Delta Kappa Gamma – Breakout EDU boxes and subscription - \$500.00

Source: Hot Springs School District

### Grade Retention

The total number of students retained in the 2020-2021 school year in the Hot Springs School District was 16 students. Table 50 presents this provision by racial demographic in the district for that school year.

<b>TABLE 50: Hot Springs School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	4	25%	40%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	4	25%	26.67%
Native American	0	0%	0%
Two or More Races	4	25%	10.67%
White	4	25%	22.67%

Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

### Withdrawals

The total withdrawals in the Hot Springs School District for the 2020-2021 school year was 117 students. Table 51 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 51: 2020-2021 Hot Springs School District Withdrawals by Race</b>						
<b>Reason</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Two or More Races</b>	<b>White</b>
Enrolled in GED Program	3	0	0	0	2	3
Enrolled in Home School	2	0	3	0	0	8
Enrolled in Other School	19	2	4	0	4	21
Enrolled in Private School	0	0	0	0	0	3
Lack of Interest	0	0	1	0	0	1
Other	11	0	3	0	5	22

Source: Arkansas Department of Education (ADE) Data Center

### Home School

The total number of students participating in home school residing in the Hot Springs School District during the 2020-2021 school year was 151 students. The number

reflects 4% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

### Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Hot Springs School District was 227 students. Table 52 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 52: Hot Springs School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-20 SY Rate</b>	<b>2018-19 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	109	86.89%	78.22%	74.36%
Asian	1	100%	100%	100%
Hawaiian/Pacific Islander	0	0%	0%	100%
Hispanic	42	86%	75%	65.45%
Native American	0	0%	75%	0%
Two or More Races	13	76.47%	80%	72.73%
White	62	72.41%	80.23%	66.28%
	State Average	88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.

## Jessieville School District Data

### Physical Characteristics

Jessieville School District is nestled in the Ouachita Mountains. It serves a 203 square miles radius and is located north of Hot Springs on Highway 7.

### Student Demographics

Student enrollment in the Jessieville School District for the 2021-2022 school year was 819 students. Table 53 displays student racial demographics in the district for the most recent three years.

<b>TABLE 53: Jessieville School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	16	1.95%	2.35%	2.04%
Asian	7	0.85%	0.87%	0.84%
Hawaiian/Pacific Islander	2	0.24%	0.12%	0.36%
Hispanic	37	4.52%	4.96%	4.56%
Native American	3	0.37%	0.62%	0.48%
Two or More Races	55	6.72%	4.96%	3.24%
White	699	85.35%	86.12%	88.48%

Source: My School Info.

### Teacher Demographics

Jessieville School District currently employs 94 certified employees that are only teachers. Table 54 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 54: Jessieville School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-22 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	0	0%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	0	0%	0%	0%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	0%
White	94	100%	100%	100%

Source: My School Info.

Student and Teacher Demographics Comparison

Table 55 displays the teacher racial demographics as compared to the student racial demographics in the Jessievile School District for the most recent two years.

<b>TABLE 55: Jessievile School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-1.95%	-2.35%
Asian	-0.85%	-0.87%
Hawaiian/ Pacific Islander	-0.24%	-0.12%
Hispanic	-4.52%	-4.96%
Native American	-0.37%	-0.62%
Two or More Races	-6.72%	-4.96%
White	+14.65%	+13.88%

Staff Development

Professional development relevant to the Settlement Agreement at Jessievile School District during the 2021-2022 school year includes:

- Study of Marzano's New Art and Science of Teaching with the full faculty - 12 hours.
- Professional development for teachers on instructional strategies, identification, and services provided:
  - English Language Learners (ELL) and English as a Second Language (ESL).
  - Students served under Section 504.
  - Students served under the Individuals with Disabilities Education Act (IDEA) in special education.
  - Students in Gifted and Talented.
- Boundless Learning (Co-Teaching) to support special education teachers and teachers that support students in grades K-12.
- Title IX training for teachers and staff.
- Title IX training for Title IX Coordinator and Administrators.
- Dawson Education Service Cooperative Specialists provide regular on-site visits.
- Garland County Desegregation Report review and debrief with all faculty.
- Arkansas Rural Education Network - Leadership Training for administrators and teacher leaders.
- Capturing Kids' Hearts with the full faculty - 18 hours.

Source: Jessievile School District

Curriculum

Curriculum changes made at Jessievile School District during the 2021-2022 school year include:

- Districtwide focus on reading, writing, and discussion in every class, every day.
- Reading Initiative for Student Excellence (R.I.S.E.) in grades K-5.
- Curriculum support:
  - IXL for literacy, math, and science in grades 3-8.
  - Stemsopes in grades 3-8.
  - Lexia Reading in grades K-10.
  - Symphony Math in grades K-5.
  - Apex Learning in grades 6-12 for credit recovery and summer school.

Source: Jessieville School District

### Alternative Education Services

The total enrollment in the Jessieville School District alternative learning environment for the 2020-2021 school year was 44 students. Table 56 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 56: 2020-2021 Jessieville School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	3	6.82%
Asian	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	2	4.55%
Native American	0	0%
Two or More Races	0	0%
White	39	88.64%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

### Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Jessieville School District was 51 students. Table 57 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 57: Jessieville School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	0	0%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	4	7.84%	4.26%	3.51%
Native American	1	1.96%	0%	0%
Two or More Races	4	7.84%	6.38%	1.75%
White	42	82.35%	89.36%	94.74%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.

### Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Jessieville School District was 104. Table 58 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 58: Jessieville School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	1	0.96%	0%	1.92%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	4	3.85%	5.05	1.92%
Native American	0	0%	0%	0%
Two or More Races	9	8.65%	2.02%	1.92%
White	90	86.40%	92.93%	94.23%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving services under Section 504 for the 2021-2022 school year in the Jessieville School District was 56 students. Table 59 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 59: Jessieville School District Providing Services Under Section 504</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	1	1.79%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	0	0%	2.38%	2.33%
Native American	0	0%	0%	2.33%
Two or More Races	5	8.93%	4.76%	2.33%
White	50	89.29%	92.86%	93.02%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Jessieville School District was 71 students. Table 60 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 60: Jessieville School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	0	0%	0%	0%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	2	2.82%	1.41%	0%
Native American	0	0%	1.41%	1.52%
Two or More Races	3	4.23%	7.04%	7.58%
White	66	92.96%	90.14%	90.91%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Jessieville School District during the 2021-2022 school year include:

- School-Based Health Center Grant
- 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant, an after-school tutoring and enrichment program.
- AERN - Leadership Training - Year 2 with a focus on curriculum development.

Source: Jessieville School District

### Grade Retention

The total number of students retained in the 2020-2021 school year in the Jessieville School District was 25 students. Table 61 presents this provision by racial demographic in the district for that school year.

<b>TABLE 61: Jessieville School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	1	4%	5.26%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	0	0%	5.26%
Native American	0	0%	0%
Two or More Races	2	8%	10.53%
White	22	88%	78.95%



Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

### Withdrawals

The total withdrawals in the Jessieville School District for the 2020-2021 school year was 23 students. Table 62 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 62: 2020-2021 Jessieville School District Withdrawals by Race</b>				
<b>Reason</b>	Hispanic	Native American	Two or More Races	White
Enrolled in Home School	2	0	1	12
Enrolled in Other School	1	2	0	3
Enrolled in Private School	0	0	0	2

Source: Arkansas Department of Education (ADE) Data Center

### Home School

The total number of students participating in home school residing in the Jessieville School District during the 2020-2021 school year was 77 students. The number reflects 8.7% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

### Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Jessieville School District was 51 students. Table 63 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 63: Jessieville School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-20 SY Rate</b>	<b>2018-19 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	0	0%	100%	0%
Asian	0	0%	0%	100%
Hawaiian/Pacific Islander	0	0%	100%	0%
Hispanic	6	100%	33%	100%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	100%
White	45	93.62%	92.86%	85.19%
	State Average	88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.

### Lake Hamilton School District Data

#### Physical Characteristics

Lake Hamilton School District covers 167 square miles and is located west of Hot Springs on Highway 70.

#### Student Demographics

Student enrollment in the Lake Hamilton School District for the 2021-2022 school year was 4,128 students. Table 64 displays student racial demographics in the district for the most recent three years.

<b>TABLE 64: Lake Hamilton School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2021-21 SY</b>	<b>2019-20 SY</b>
	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	155	3.75%	3.72%	3.98%
Asian	26	0.63%	0.52%	0.39%
Hawaiian/Pacific Islander	3	0.07%	0.07%	0.09%
Hispanic	531	12.86%	12.54%	11.91%
Native American	20	0.48%	0.45%	0.53%
Two or More Races	260	6.3%	6.37%	5.98%
White	3,133	75.9%	76.33%	77.12%

Source: My School Info.

#### Teacher Demographics

Lake Hamilton School District currently employs 299 certified employees that are only teachers. Table 65 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 65: Lake Hamilton School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY</b>	<b>2019-20 SY</b>
	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	2	0.67%	0.38%	1.09%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	3	1%	1.13%	1.46%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	0%
White	294	98.33%	98.5%	97.45%

Source: My School Info.

### Student and Teacher Demographics Comparison

Table 66 displays the teacher racial demographics as compared to the student racial demographics in the Lake Hamilton School District for the most recent two years.

<b>TABLE 66: Lake Hamilton School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-3.08%	-3.34%
Asian	-0.63%	-0.52%
Hawaiian/ Pacific Islander	-0.07%	-0.07%
Hispanic	-11.86%	-11.41%
Native American	-0.48%	-0.45%
Two or More Races	-6.3%	-6.37%
White	+22.43%	+22.17%

### Staff Development

Professional development relevant to the Settlement Agreement at Lake Hamilton School District during the 2021-2022 school year includes:

- Prejudice Reduction to assist 52 new staff members.

Source: Lake Hamilton School District

### Curriculum

Curricula changes made at Lake Hamilton School District during the 2021-2022 school year include:

- Lake Hamilton Junior High and Lake Hamilton Middle -
  - IXL as a supplemental program for reading and math intervention.
- Lake Hamilton High, Junior High, and Alternative Learning Environment (ALE) -
  - Edgenuity to assist in credit recovery and the provision of elective courses.
- Lake Hamilton High, Lake Hamilton Junior High, Lake Hamilton Middle, Lake Hamilton Intermediate, Lake Hamilton Elementary, and Lake Hamilton Primary -
  - The APPLE Group OG in 3D dyslexia program to assist in reading instruction.

Source: Lake Hamilton School District

### Alternative Education Services

The total enrollment in the Lake Hamilton School District alternative learning environment for the 2020-2021 school year was 100 students. Table 67 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 67: 2020-2021 Lake Hamilton School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	5	5%
Asian	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	9	9%
Native American	0	0%
Two or More Races	0	0%
White	86	86%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

### Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Lake Hamilton School District was 215 students. Table 68 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 68: Lake Hamilton School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	3	1.40%	1.38%	0.88%
Asian	2	0.93%	0.92%	0.44%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	15	6.98%	7.37%	6.64%
Native American	1	0.47%	0%	0%
Two or More Races	16	7.44%	7.37%	7.52%
White	178	82.79%	82.95%	84.51%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.

### Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Lake Hamilton School District was 468 students. Table 69 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 69: Lake Hamilton School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	28	5.98%	7.09%	6.09%
Asian	2	0.43%	0.40%	0.2%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	63	13.46%	11.74%	11.36%
Native American	2	0.43%	0.20%	0.2%
Two or More Races	33	7.05%	5.06%	4.87%
White	340	72.65%	75.30%	77.28%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving services under Section 504 for the 2021-2022 school year in the Lake Hamilton School District was 579 students. Table 70 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 70: Lake Hamilton School District Providing Services Under Section 504</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	22	3.80%	3.61%	2.6%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	40	6.91%	6.99%	6.91%
Native American	1	0.17%	0%	0%
Two or More Races	35	6.05%	5.78	5.25%
White	481	83.07%	83.61%	85.08%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Lake Hamilton School District was 440 students. Table 71 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 71: Lake Hamilton School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	21	4.77%	4.86%	4.49%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	39	8.86%	8.65%	9.29%
Native American	1	0.23%	0.27%	0%
Two or More Races	29	6.59%	6.49%	6.41%
White	350	79.55%	79.73%	79.81%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Lake Hamilton School District during the 2021-2022 school year include:

- Solution Tree PLC Grant
  - Lake Hamilton Intermediate School – Year 3
  - Lake Hamilton Middle School – Year 1
  - Lake Hamilton Junior High School – Year 2
- Advancing Wellness and Resiliency in Education (AWARE) Grant
  - Lake Hamilton High School - \$10,000.00
- Southern Regional Education Board (SREB) Career Pathways Review Grant
  - Lake Hamilton High School – Year 2 - \$20,000.00
- Epidemiology and Laboratory Capacity (ELC) Point of Contact Grant – to support COVID-19 expenses - \$64,471.00
- Arkansas Economic Development Commission Arkansas National Archery in the Schools Program (ANASP) Grant - \$1,319.00
- Unified Sports Special Olympics Disk Golf - \$2,500.00
- West Central Planning and Development Zone Recycling Grant - \$3,000

Source: Lake Hamilton School District

Grade Retention

The total number of students retained in the 2020-2021 school year in the Lake Hamilton School District was 42 students. Table 72 presents this provision by racial demographic in the district for that school year.

<b>TABLE 72: Lake Hamilton School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	1	2.38%	5.71%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	9	21.43%	11.43%
Native American	0	0%	0%
Two or More Races	3	7.14%	5.71%
White	29	69.05%	77.14%

Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

Withdrawals

The total withdrawals in the Lake Hamilton School District for the 2020-2021 school year was 145 students. Table 73 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 73: 2020-2021 Lake Hamilton School District Withdrawals by Race</b>						
<b>Reason</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Two or More Races</b>	<b>White</b>
Enrolled in GED Program	0	0	0	0	0	9
Enrolled in Home School	1	0	0	0	2	34
Enrolled in Other School	2	2	10	0	6	29
Enrolled in Private School	0	0	1	0	0	9
Lack of Interest	0	0	0	0	0	4
Other	2		8	1	6	19

Source: Arkansas Department of Education (ADE) Data Center

Home School

The total number of students participating in home school residing in the Lake Hamilton School District during the 2020-2021 school year was 251 students. The number reflects 5.6% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Lake Hamilton School District was 273 students. Table 74 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 74: Lake Hamilton School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-20 SY Rate</b>	<b>2018-19 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	10	90.91%	61.54%	77.78%
Asian	0	0%	100%	100%
Hawaiian/Pacific Islander	0	0%	100%	100%
Hispanic	40	86.96%	86.11%	83.33%
Native American	1	50%	100%	0%
Two or More Races	20	83.33%	86.67%	85.71%
White	202	83.88%	88.21%	84.7%
State Average		88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.



## Lakeside School District Data

### Physical Characteristics

Lakeside School District covers 61 square miles and is located southeast of Hot Springs on Highway 270.

### Student Demographics

Student enrollment in the Lakeside School District for the 2021-2022 school year was 3,347 students. Table 75 displays student racial demographics in the district for the most recent three years.

<b>TABLE 75: Lakeside School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	260	7.77%	7.76%	8.16%
Asian	61	1.82%	1.61%	1.64%
Hawaiian/Pacific Islander	8	0.24%	0.15%	0.17%
Hispanic	406	12.13%	12.13%	11.17%
Native American	13	0.39%	0.44%	0.63%
Two or More Races	179	5.35%	4.69%	4.85%
White	2,420	72.3%	73.22%	73.37%

Source: My School Info.

### Teacher Demographics

Lakeside School District currently employs 256 certified employees that are only teachers. Table 76 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 76: Lakeside School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	7	2.73%	2.61%	1.74%
Asian	2	0.78%	0.87%	0.43%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	0	0%	0%	0%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	0%
White	247	96.48%	96.52%	97.83%

Source: My School Info.

### Student and Teacher Demographics Comparison

Table 77 displays the teacher racial demographics as compared to the student racial demographics in the Lakeside School District for the most recent two years.

<b>TABLE 77: Lakeside School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-5.04%	-5.15%
Asian	-1.04%	-0.74%
Hawaiian/ Pacific Islander	-0.24%	-0.15%
Hispanic	-12.13%	-12.13%
Native American	-0.39%	-0.44%
Two or More Races	-5.35%	-4.69%
White	+24.18%	+24.46%

### Staff Development

Professional development relevant to the Settlement Agreement at Lakeside School District during the 2021-2022 school year includes:

- Illustrative Mathematics training is planned for the 2022-2023 school year to include Algebra II and Geometry.
- Inclusive Practices Project through Professional Learning Communities (PLC) at Lakeside Junior High to ensure an intentional focus on inclusive practices to support students served under IDEA as well as other groups of struggling learners.

Source: Lakeside School District; Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) [Special Projects](#)

### Curriculum

Curricula changes made at Lakeside School District during the 2021-2022 school year include:

- Foundations, a multisensory and systematic phonics, spelling, and handwriting program, has been extended to grade 3.
- Wit & Wisdom, a comprehensive ELA curriculum for students in grades K-8, has been fully implemented in grade 3. The Wit & Wisdom digital component was used previously to support students due to the threat of COVID-19.
- Just Words, a highly explicit, multisensory decoding and spelling program for students in grades 4–12 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention, has been implemented in grades 4-9. The program is designed for students with below-average decoding and spelling scores.
- Piano Lab has been added for grade 5.
- Illustrative Mathematics has been extended to include Algebra I. Expansion is planned for the 2022-2023 school year to include Algebra II and Geometry.

- Project Lead the Way (PLTW), a science, technology, engineering, and mathematics curriculum, has been incorporated into all grade 7 and 8 science classes.
- Open Up Resources has been extended to grade 8 in math.

Source: Lakeside School District

### Alternative Education Services

The total enrollment in the Lakeside School District alternative learning environment for the 2020-2021 school year was 61 students. Table 78 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 78: 2020-2021 Lakeside School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	14	22.95%
Asian	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	8	13.11%
Native American	0	0%
Two or More Races	0	0%
White	39	63.93%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

### Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Lakeside School District was 173 students. Table 79 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 79: Lakeside School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	2	1.16%	1.09%	1.57%
Asian	4	2.31%	2.72%	2.62%
Hawaiian/Pacific Islander	0	0%	0%	0.52%
Hispanic	9	5.2%	5.43%	5.24%
Native American	1	0.58%	0.54%	0.52%
Two or More Races	9	5.2%	3.80%	3.76%
White	148	85.55%	86.41%	85.86%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.

Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Lakeside School District was 398. Table 80 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 80: Lakeside School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	51	12.81%	12.57%	14.78%
Asian	5	1.26%	1.34%	1.08%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	59	14.82%	13.64%	9.68%
Native American	0	0%	0%	0%
Two or More Races	25	6.28%	4.01%	4.84%
White	258	64.82%	68.45%	69.62%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving services under Section 504 for the 2021-2022 school year in the Lakeside School District was 308 students. Table 81 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 81: Lakeside School District Providing Services Under Section 504</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	24	7.79%	6.73%	6.9%
Asian	1	0.32%	0.96%	0.57%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	25	8.12%	6.73%	7.47%
Native American	0	0%	0.48%	1.15%
Two or More Races	16	5.19%	3.85%	5.17%
White	242	78.57%	81.25	78.74%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Lakeside School District was 244 students. Table 82 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 82: Lakeside School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	25	10.25%	12.64%	13.62%
Asian	3	1.23%	0.74%	0.39%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	27	11.07%	10.41%	10.12%
Native American	0	0%	0%	0%
Two or More Races	19	7.79%	7.06%	5.84%
White	170	69.67%	69.14%	70.04%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Lakeside School District during the 2021-2022 school year include:

- District Wide: McKinney Vento Grant - \$20,000.00
- Lakeside Primary School:
  - Arkansas Better Chances for Prekindergarten - \$370,110.00
  - American Rescue Plan Act for Prekindergarten
  - Operation Grant - \$25,000.00
- Lakeside Middle School:
  - Music Educator Award Grammy Semifinalist Award - \$500.00 for Lakeside Middle School and \$500.00 for Lakeside School District
- Lakeside High School:
  - Career and Technical Education (CTE) Start-Up Grants for the 2022-2023 school year
    - Cybersecurity - \$29,500.00
    - Programming - \$26,877.00
    - Pre-engineering - \$44,771.44
    - Career Readiness and Work-based Learning (WBL) - \$24,225.00
  - Arkansas Department of Education (ADE) Advanced Placement (AP) Grants for the Spring of 2022
    - AP US Government and AP Comparative Politics - \$1,000.00
    - AP Computer Science Principles - \$1,000.00
  - West Central Arkansas Planning and Development Recycling Grant - \$3,000.00
  - Arkansas Rehabilitation Services (WOLF) \$11,000.00
  - AR Rural Development Commission- \$1,160.49

Source: Lakeside School District

Grade Retention

The total number of students retained in the 2020-2021 school year in the Lakeside School District was 22 students. Table 83 presents this provision by racial demographic in the district for that school year.

<b>TABLE 83: Lakeside School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	4	18.18%	4.55%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	2	9.09%	31.82%
Native American	0	0%	0%
Two or More Races	1	4.55%	4.55%
White	15	68.18%	59.09%

Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

Withdrawals

The total withdrawals in the Lakeside School District for the 2020-2021 school year was 92 students. Table 84 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 84: 2020-2021 Lakeside School District Withdrawals by Race</b>						
<b>Reason</b>	African American	Asian	Hispanic	Native American	Two or More Races	White
Early Graduate	0	1	0	0	0	0
Enrolled in GED Program	0	0	2	0	0	3
Enrolled in Home School	3	0	1	0	1	13
Enrolled in Other School	7	0	5	0	4	20
Enrolled in Private School	0	0	0	0	0	2
Lack of Interest	0	0	0	0	1	1
Other	4	0	2	0	1	21

Source: Arkansas Department of Education (ADE) Data Center

Home School

The total number of students participating in home school residing in the Lakeside School District during the 2020-2021 school year was 135 students. The number reflects 3.8% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Lakeside School District was 260 students. Table 85 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 85: Lakeside School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-20 SY Rate</b>	<b>2018-19 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	21	86.96%	85%	92.31%
Asian	5	100%	83.33%	100%
Hawaiian/Pacific Islander	0	0%	100%	0%
Hispanic	34	84.62%	87.50%	87.1%
Native American	2	100%	100%	0%
Two or More Races	11	84.62%	100%	100%
White	187	94.92%	95.48%	95.29%
	State Average	88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.

### Mountain Pine School District Data

#### Physical Characteristics

Mountain Pine School District covers 101 square miles and is located northwest of Hot Springs.

#### Student Demographics

Student enrollment in the Mountain Pine School District for the 2021-2022 school year was 632 students. Table 86 displays student racial demographics in the district for the most recent three years.

<b>TABLE 86: Mountain Pine School District Student Enrollment</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	38	6.01%	7.82%	6.51%
Asian	4	0.63%	0.81%	1.03%
Hawaiian/Pacific Islander	6	0.95%	1.30%	0.68%
Hispanic	26	4.11%	3.09%	3.77%
Native American	3	0.47%	0.49%	0.17%
Two or More Races	56	8.86%	8.79%	7.53%
White	499	78.96%	77.69%	80.31%

Source: My School Info.

#### Teacher Demographics

Mountain Pine School District currently employs 74 certified employees that are only teachers. Table 87 displays teacher racial demographics in the district for the most recent three years.

<b>TABLE 87: Mountain Pine School District Teacher Demographics</b>				
<b>Race</b>	<b>2021-2022 School Year (SY)</b>		<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
	<b>Number</b>	<b>Percent</b>		
African American	2	2.7%	2.82%	2.7%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	0	0%	0%	0%
Native American	0	0%	0%	0%
Two or More Races	0	0%	0%	0%
White	72	97.3%	97.18%	97.3%

Source: My School Info.



### Student and Teacher Demographics Comparison

Table 88 displays the teacher racial demographics as compared to the student racial demographics in the Mountain Pine School District for the most recent two years.

<b>TABLE 88: Mountain Pine School District Student and Teacher Demographics Comparison</b>		
<b>Race</b>	<b>Gap Percent</b>	
	<b>2021-22 SY</b>	<b>2020-21 SY</b>
African American	-3.31%	-5%
Asian	-0.63%	-0.81%
Hawaiian/ Pacific Islander	-0.95%	-1.30%
Hispanic	-4.11%	-3.09%
Native American	-0.47%	-0.49%
Two or More Races	-8.86%	-8.79%
White	+18.34%	+19.49%

### Staff Development

The Mountain Pine School District will utilize staff survey results when providing future professional development opportunities. The professional development areas that are lacking will become a part of teachers' professional growth plans. The district will incorporate training in these areas for staff members.

Staff development has been provided in the following areas:

- Civil rights awareness
- Race relations
- The importance of multicultural education
- Understanding exceptional students
- Classroom management
- Professional learning communities
- Cooperative learning

Teachers must attend Science of Reading and Reading Initiative for Student Excellence (R.I.S.E.) training, depending on the grade and subject area that they support.

Employees have the opportunity to interact with students with differing abilities in an inclusive setting due to the impact this has on all students and in keeping with the philosophy, goals, and objectives of the Mountain Pine School District.

Employees are provided opportunities for the development of increased competence in the areas needed for the performance of their assigned duties.

Contracted professional development days are provided in addition to release time for staff to attend workshops, conferences, and seminars provided by the Dawson Educational Cooperative, the Arkansas Department of Education/DESE, Educators

Consulting Services, Solution Tree, and other professional organizations both in-person and virtual.

Professional development plans are used to assure that each staff member has the opportunity to become knowledgeable in sound teaching practices that apply to equity, student achievement, the course selection and enrollment policy, gifted education, special education, and at-risk students. The school district in accordance with Act 338, effective August 1992, ensures that modification strategies for supporting students with disabilities are provided yearly.

Professional development activities coordinate specifically with school improvement plans and the outcomes of district-wide criterion-referenced and standardized testing programs.

Source: Mountain Pine School District

### Curriculum

Continued curricula initiatives at Mountain Pine School District during the 2021-2022 school year include:

- Fully engaged in the implementation of the Arkansas State standards as they are approved.
- Pre-Advanced Placement (AP) and Advanced Placement (AP), or honors classes are offered through gifted education and regular education programs.
- STAR, ACT Aspire, and Northwest Evaluation Association (NWEA) are used for formative and summative assessments in core subject areas.
- OG in 3D was purchased and is used as a research-based intervention to meet the requirements of dyslexia support guidelines.
- The Sonday System is used as a research-based reading intervention to meet the requirements of reading intervention.
- Arkansas Learning Through the Arts (ALTTA) organization provided artists and poets to teach lessons that enhance instruction and provide enrichment to students.
- K-6 teachers have been trained in the Reading Initiative for Student Excellence (R.I.S.E.) and the implementation of classroom strategies. This includes support from the Cutter-Morning Star Elementary School principal and the Dawson Educational Cooperative literacy and math specialists.
- Teachers in grades K-12 are working in Professional Learning Communities (PLCs) to find essential standards in all subject areas and to define what mastery means with the use of Proficiency Scales.
- The Point provided occupational, physical, and speech-language therapy as determined by individualized education programs (IEPs).
- Chromebooks were offered to all students during the instructional day as part of our 1:1 technology initiative and classroom iPad sets are used in kindergarten.
- Environmental and Spatial Technologies (EAST) lab is offered.
- Educators Consulting Services assisted teachers and administrators in all aspects of teaching and learning, including integrating literacy across the

curriculum, enhancing math instruction, technology integration, and use of best practices.

- Solution Tree assists teachers and administrators in implementing the PLC process in daily instructional practices to improve teaching and learning.
- High School students had the opportunity to earn additional concurrent credit through the National Park Community (NPC) College, NPC tech center, and the Arkansas Tech via Virtual Arkansas.
- Evidence of Google Classroom lessons on Women's History, American Indian Heritage Month (created by a staff educator who taught on a reservation), Black History, Constitution Day, and Hispanic Heritage have been provided to the DESE Equity Assistance Center.
- Reading interventionists were added in the elementary and high schools to provide additional instruction in literacy.
- A licensed reading teacher will provide 4 periods of instruction in reading to students in grades 7-8 and will work with struggling students on reading intervention during the remainder of the day.
- A licensed math teacher will work as a math interventionist with students in grades K-8.
- A paraprofessional will assist the math interventionist in working with students in grades K-6.
- Benchmark Education phonics program and a Heggerty LRI phonemic awareness component are implemented to meet the needs of students in grades K-6 -
  - K-2 Heggerty
  - K-3 Benchmark Phonics Kits
  - K-4 Benchmark Reading, Writing, and Phonics
  - 5-6 My Perspectives
  - K-12 OG in 3D Dyslexia Program
  - K-12 Windsor Learning Souday System (Reading Intervention)
- Purchased materials with a focus on digital resources are implemented to support students -
  - K-6 Savvas Envision Math
  - K-8 Houghton Mifflin Harcourt Science
  - 9-12 Pearson Science (Physical Science, Biology, and Chemistry)
  - 3-6 Savvas Social Studies
  - 7-12 Houghton Mifflin Harcourt Social Studies
  - K-8 and special education classes Accelerated Reader
  - K-8 STAR Reading and Math
  - K-12 myON News and Reader
  - K-12 MobyMax
  - 9-12 Virtual Arkansas for selected classes
- Free materials with a focus on digital resources are implemented to support students -
  - K-12 CommonLit
  - 5-12 NoRedInk
  - 5-12 Newsela

- Curriculum related professional development to improve teaching and learning include -
  - K-12 Solution Tree (PLC Process)
  - K-12 Education Consulting Services (PLC Process)
  - 7-12 AR Math Quest (Workshop and Coaching)
- A yearly information night is held to disseminate information regarding college and vocational school funding. Interested students visit local colleges and universities to learn about the programs offered. We employ a full-time College and Career Coach to assist with college and vocational training.
- A yearly information session is held at the high school to offer information about various in-state and out-of-state educational opportunities for graduating students.
- Parental involvement activities were impacted by COVID-19 but were held at both the elementary and high schools. Offerings included: Bingo for Books, Kindergarten Boo Hoo and Yahoo Breakfast, What HAC (Home Access Center) means, Internet Safety, Financial Aid, Award and Scholarship Night, and Senior Signing Day.
- A distance learning lab allows for a variety of courses, including economics, English, French, Chinese, Spanish, and oral communications, along with Advanced Placement (AP) courses.
- Students and teachers were trained in the use of Google Classroom as a major part of their daily classroom activities.

Source: Mountain Pine School District

#### Alternative Education Services

The total enrollment in the Mountain Pine School District alternative learning environment for the 2020-2021 school year was 26 students. Table 89 displays the student enrollment in alternative education instructional programs by racial demographic in the district.

<b>TABLE 89: 2020-2021 Mountain Pine School District Alternative Learning Environment Enrollment</b>		
<b>Race</b>	<b>Number</b>	<b>Percent</b>
African American	5	19.23%
Asian	0	0%
Hawaiian/Pacific Islander	1	3.85%
Hispanic	1	3.85%
Native American	0	0%
Two or More Races	0	0%
White	19	73.08%

Percent (%) represents the number of students enrolled in the Alternative Learning Environment (ALE) by race out of the total number of students enrolled in the ALE.

Source: Arkansas Department of Education (ADE) Data Center

Gifted and Talented Services

The total number of students enrolled in the Gifted and Talented program for the 2021-2022 school year in the Mountain Pine School District was 57 students. Table 90 presents the Gifted and Talented student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 90: Mountain Pine School District Gifted and Talented Enrollment</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	3	5.26%	7.69%	4.35%
Asian	1	1.75%	1.92%	2.17%
Hawaiian/Pacific Islander	1	1.75%	1.92%	2.17%
Hispanic	2	3.51%	1.92%	2.17%
Native American	1	1.75%	1.92%	2.17%
Two or More Races	4	7.02%	5.77%	2.17%
White	45	78.95%	78.85%	84.78%

Percent (%) represents the number of students enrolled in the Gifted and Talented program by race out of the total number of students enrolled in that program.

Source: Arkansas Statewide Information System (SIS) & My School Info.

Special Education and Student Services

The total number of students receiving special education services for the 2021-2022 school year in the Mountain Pine School District was 128. Table 91 presents the special education student enrollment by racial demographic in the district for the most recent three years.

<b>TABLE 91: Mountain Pine School District Special Education Enrollment (Students served under IDEA)</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY Percent</b>	<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>		
African American	6	4.69%	7.5%	4.72%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	1	0.78%	1.67%	0.94%
Hispanic	2	1.56%	1.67%	1.89%
Native American	0	0%	0.83%	0%
Two or More Races	11	8.60%	8.33%	6.6%
White	108	84.38%	80%	85.84%

Percent (%) represents the number of students served under IDEA by race out of the total number of students served under IDEA.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving services under Section 504 for the 2021-2022 school year in the Mountain Pine School District was 81 students. Table 92 presents the provision of services by racial demographic in the district for the most recent three years.

<b>TABLE 92: Mountain Pine School District Providing Services Under Section 504</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	5	6.17%	2.17%	2.17%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	3	3.70%	2.17%	6.52%
Native American	1	1.23%	0%	0%
Two or More Races	7	8.64%	6.52%	6.52%
White	65	80.25%	89.13%	84.78%

Percent (%) represents the number of students served under Section 504 by race out of the total number of students served under Section 504.

Source: Arkansas Department of Education (ADE) Data Center

The total number of students receiving dyslexia therapy for the 2021-2022 school year in the Mountain Pine School District was 39 students. Table 93 presents the provision of dyslexia services by racial demographic in the district for the most recent three years.

<b>TABLE 93: Mountain Pine School District Providing Dyslexia Therapy Services</b>				
<b>2021-2022 School Year (SY)</b>			<b>2020-21 SY</b>	<b>2019-20 SY</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Percent</b>	<b>Percent</b>
African American	4	10.26%	12.9%	12.9%
Asian	0	0%	0%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	1	2.56%	0%	0%
Native American	0	0%	0%	0%
Two or More Races	4	10.26%	12.9%	12.9%
White	30	76.92%	74.19%	74.19%

Percent (%) represents the number of students being provided dyslexia therapy services by race out of the total number of students being provided these services.

Source: Arkansas Department of Education (ADE) Data Center

### Grants

Grants awarded to the Mountain Pine School District during the 2021-2022 school year include:

- 1003 School Improvement Grant (SIG) - \$216,610.22
- 1003 School Improvement Grant (SIG) - \$174,231.63 (2022-2023 school year)

Source: Mountain Pine School District

Grade Retention

The total number of students retained in the 2020-2021 school year in the Mountain Pine School District was 5 students. Table 94 presents this provision by racial demographic in the district for that school year.

<b>TABLE 94: Mountain Pine School District Grade Retention</b>			
<b>2020-2021 School Year</b>			<b>2019-20 SY Percent</b>
<b>Race</b>	<b>Number</b>	<b>Percent</b>	
African American	0	0%	14.29%
Asian	0	0%	0%
Hawaiian/Pacific Islander	0	0%	0%
Hispanic	0	0%	0%
Native American	0	0%	0%
Two or More Races	1	20%	0%
White	4	80%	85.71%

Percent (%) represents the number of students retained in a grade by race out of the total number of students retained.

Source: Arkansas Statewide Information System ([SIS](#))

Withdrawals

The total withdrawals in the Mountain Pine School District for the 2020-2021 school year was 7 students. Table 95 presents the number of student enrollments that were withdrawn by racial demographic and reason in the district.

<b>TABLE 95: 2020-2021 Mountain Pine School District Withdrawals by Race</b>			
<b>Reason</b>	African American	Native American	White
Enrolled in Other School	2	1	4

Source: Arkansas Department of Education (ADE) Data Center

Home School

The total number of students participating in home school residing in the Mountain Pine School District during the 2020-2021 school year was 37 students. The number reflects 5.7% of the combined home school and non-home school student population in that school year.

Source: DESE 2020-2021 Home School Annual [Report](#)

Graduation Rate

The total number of students graduating in the 2020-2021 school year in the Mountain Pine School District was 46 students. Table 95 presents the overall graduation rate by racial demographic in the school district for the most recent three years.

<b>TABLE 96: Mountain Pine School District Overall Graduation</b>				
<b>Race</b>	<b>2020-2021 School Year (SY)</b>		<b>2019-20 SY Rate</b>	<b>2018-19 SY Rate</b>
	<b>Number of Actual Graduates</b>	<b>Rate</b>		
African American	4	80%	44.44%	80%
Asian	1	100%	100%	0%
Hawaiian/Pacific Islander	0	0%	0%	0%
Hispanic	0	0%	100%	0%
Native American	0	0%	0%	0%
Two or More Races	3	100%	100%	100%
White	38	88.10%	87.10%	83.78%
State Average		88.46%	88.78%	87.56%

Source: Arkansas Statewide Information System ([SIS](#)) & My School Info.

The number of actual graduates is defined as the number of students who graduated during the 2020-2021 school year.



# Attachment I: Garland County School Desegregation Case Comprehensive Settlement Agreement

GARLAND COUNTY SCHOOL DESEGREGATION CASE  
COMPREHENSIVE SETTLEMENT AGREEMENT

I.

Introduction

On August 18, 1989, the NAACP and individuals desiring to represent a class of black patrons and students filed this action seeking the consolidation of all of the public school districts in Garland County, Arkansas. Also joined as defendants were the Garland County Board of Education and the State Board of Education.

The parties are persuaded that the principle result toward which they should aspire in this case is quality education for all children of Garland County. The parties are further persuaded that the settlement terms expressed herein should facilitate the end product of quality education and that consolidation of the school districts in Garland County is not necessary to achieve this common goal.

The parties desire to avoid expensive, divisive and protracted litigation in this matter. They have, accordingly, evaluated their respective positions and come to agreement regarding essential terms and conditions designed to further the quality of education in Garland County and to end this litigation. They believe that the settlement of the issues is in the best interest of the students, patrons, staffs of the districts and the people of the State of Arkansas.

The Superintendents of the districts support the settlement and agree to recommend it to their respective boards of directors. The black plaintiffs ("Davis"), the black intervenors, and the Garland County Chapter of the NAACP pledge and endorse its support to this settlement. The Arkansas Department of Education and the State Board of Education are supported in the settlement by the Governor of the State of Arkansas.

## II.

### Act 609. The School Choice Act

The Hot Springs School District, Lakeside School District, Mountain Pine School District, Cutter Morning Star School District, Jessierville School District, Fountain Lake School District, and Lake Hamilton School District (hereafter the "districts") agree to implement, or have already implemented as a show of good faith, Act 609 of the 1989 Regular Session of The Arkansas General Assembly, better known as the School Choice Act. The parties recognize that the implementation of this Act will facilitate the movement of students, both black and white, who desire to avail themselves of the diverse educational offerings, offered by the respective school districts in Garland County. The districts pledge to facilitate implementation in accordance with the terms and conditions embodied within Act 609.

The State Board of Education and the Arkansas Department of Education (hereafter "ADE") agree to provide the funding specified pursuant to Act 609.

III.

The Garland County Education Consortium

The districts agree to organize a Garland County Education Consortium. The Consortium shall meet at least semi-annually and shall, among other matters as may be agreed to by its members, discuss and examine the following issues:

1. Enrollment fluctuations between and among the districts.
2. The ratio of black students to white students in each district and any changes that occur in those ratios.
3. The compliance of each district and each school therein with the Arkansas Educational Standards as established by the Arkansas Department of Education as well as any pertinent statutes adopted or as may be adopted by the Arkansas General Assembly.
4. Any issues related to consolidation of one or more of the school districts in Garland County, Arkansas, including the impact upon teacher and staff salary schedules, the impact upon student transportation, the impact upon community influence and patron access to elected school board representatives, the impact upon per pupil expenditures and any impact upon issues of diversity and differing philosophies as may exist among the respective school districts.
5. The potential for joint and/or bulk purchasing to the

extent such may be economically feasible.

6. The sharing of programs and personnel between and among the districts as appropriate considering all reasonable logistical issues including transportation and personnel compensation.
7. The hiring of minority teachers and staffs in compliance with all pertinent standards and statutes. To that end, the Arkansas Department of Education agrees to study and determine and to report to the parties in this case, the composition of the available labor pool for black teachers and staffs for Garland County.

The Board of Directors of the Garland County Education Consortium shall consist of the superintendents of the seven school districts, or their designated representatives, and one Board member from each district. The president of the local chapter of the NAACP will be an ex-officio, non voting, member of the Garland County Education Consortium and will be invited to all meetings and will have the right to express opinions or thoughts to said group. The President or designated representative shall be informed of each and every meeting and may attend and participate in all activities of the consortium except the voting on specific measures. The Consortium's recommendations to the respective school boards shall be by majority vote with final action authorized by the concurrence of all affected individual school boards.



#### IV.

##### State Board of Education Responsibilities

The State Board of Education, through the Department of Education, agrees to perform and fund the following acts or to provide the following described services to the school districts in order to assist these districts in providing quality desegregated education for all of their students.

##### A. Staff Development

To ensure that the staffs of every school district receive necessary and appropriate staff development, the State Board of Education agrees, upon request of any district, to waive two student interaction days from the school calendar for the first two full school years following the execution of this agreement. The districts agree to use the two days waived to provide extensive staff development in areas selected from the staff development activities listed below, or which may be available in the future, which the Department of Education agrees to provide at its expense, except for the expense of substitute teachers. This agreement does not alter the districts' in-service obligations under the Standards but should be viewed as additional staff development. The programs listed below can be offered on the districts' regularly scheduled staff development days.

The Department of Education agrees to provide the following staff training programs to the school districts during the first

two years following the execution of this agreement and to provide these programs, at its expense, periodically after that time to new staff members of the school districts.

1. Teacher Assistance Team Training - a building level skill development program by selected consultants and ADE staff designed to reach teachers, as a team, how to intervene with students who are at risk of school failure. This program is designed to reduce the number of students who may be mistakenly referred to special education because of disciplinary problems. Teachers are taught to intervene in ways which address the cause of behavior problems.

2. Civil Rights Awareness Training - a workshop program by ADE staff and selected consultants designed to educate staff members regarding the districts' civil rights obligations under the law and to provide practical information and direction on compliance.

3. Race Relations Seminar - an awareness and skill development program designed to assist staff in understanding race relations issues and to teach them problem solving skills in managing race relations problems.

4. Multicultural Counseling Strategies - a two-day skills development program by ADE staff and selected consultants for the districts' counselors designed to teach counselors multicultural counseling strategies.

## B. CURRICULUM

The Department of Education agrees to provide, at its expense, the following curriculum development to the school districts:

1. Multicultural Education Seminar - an awareness program by ADE staff and selected consultants designed to educate staff about multicultural education philosophy. This program will be followed with a series of Multicultural Curriculum Development Workshops, with smaller numbers of staff, which are designed to provide the technical assistance necessary for a district to develop its own multicultural curriculum.

2. Textbook and Instructional Material Selection Assistance - when the districts' textbook selection committees meet to select books for the district, the Arkansas Department of Education will provide a specialist in the curriculum area to assist the committees in selecting textbooks which reflect the multicultural curriculum established by the district.

3. Self-Esteem Curriculum - the Arkansas Department of Education will assist the districts in developing a self-esteem curriculum which is infused and integrated into the regular curriculum to raise the self-esteem of students who are at risk for school failure.



### C. TESTING AND ASSESSMENT

The focus of any school district's desegregation plan should be upon reducing the disparity between the test scores of African American students and white students as groups. To adequately measure a district's progress toward this goal it is necessary for the district to collect and analyze students' test score data. To assist the districts in conducting this activity in a nondiscriminatory, unbiased manner, the Department of Education agrees to provide the following assistance:

1. Testing and Assessment For Multicultural Schools - an awareness seminar designed to teach staff about sex and race bias in assessment and how to avoid it in testing and assessing students.

2. The Diagnostic Use of EPSF Survey - training for kindercarten and first grade teachers designed to teach the correct diagnostic use of the Early Prevention of School Failure survey in order to prevent the early sorting and labeling of students that sometimes contributes to their failure.

3. Assessment as Diagnosis - a skill development workshop designed to train staff in the appropriate diagnostic use of test and assessment instruments to improve student achievement.

#### D. SPECIAL EDUCATION AND GIFTED AND TALENTED

The Department of Education agrees to assist the districts, at its expense, with problems of over identification of special education students, over identification of minority students in special education and the under identification of minority students in gifted and talented programs by providing the following programs:

Over representation of Students in Special Education - an education and skill development workshop designed to teach staff how to identify over representation of minority students, male students and students with particular handicapping conditions in special education, and to design and implement programs to alleviate over representation. This workshop will be followed up with specific technical assistance in developing and implementing corrective action plans as needed.

2. Under representation of Students in Gifted and Talented Education - an education and skill development workshop designed to teach staff how to identify under representation of minorities and children from lower socio-economic backgrounds in gifted and talented education and how to design and implement programs to alleviate under representation. This workshop will be followed up by specific technical assistance in developing and implementing corrective action plans as needed.

#### E. STUDENT/TEACHER INTERACTION

The most critical factor affecting the individual achievement of students is the day to day relationship between the student and the teacher. Recognizing the importance of this relationship, the Department of Education agrees to provide, at its expense, the following programs aimed at improving student/teacher interaction.

1. Teacher Expectations for Student Achievement - an awareness and skills development program designed to teach teachers how their expectations affect student achievement and how to alter their expectations in order to improve student achievement. School districts agree to provide release time for teachers to participate in this training and follow up. This program is especially effective in reducing the differential treatment of students which sometime exists in the classroom.

2. Effective Schools Management - a school management program designed to help administrators identify the characteristics of an effective school and to assist them in developing management skills which will produce those characteristics in their schools.

3. Parental Involvement - a technical assistance program by ADE staff in which a parent involvement program, which will effectively involve parents in the desegregated setting, is developed for the districts and implemented. Training is provided to parents.

4. Classroom Management - a skills development program designed to teach teachers how to maintain classroom control and create a classroom environment conducive to learning.

5. Establishing a School Volunteer Program - A skills and program development seminar which provides a "how to" guide for establishing an effective school volunteer program.

6. Cooperative Learning - an instructional skills strategy which is designed to teach teachers and administrators how to teach students who are grouped heterogeneously by race, gender, socioeconomic level, and ability level. This program helps eliminate the need for "tracking" or "ability grouping" students which sometimes leads to segregated classes. Successfully, implemented, Cooperative Learning produces significant gains in self-esteem, academic achievement and social skills.

7. The Provision of Equity: Evaluating for Standard XV Compliance - a technical assistance program by ADE staff designed to assist the districts in conducting their self-evaluation and compliance plans.

#### F. GRANTS

1. The Department of Education will fund the attendance of one representative, selected by the Consortium, to the Annual Institute For Special Education Law on the conditions that: (1) the school districts provide release time for the person to attend and (2) the districts agree to have the person who attends conduct a workshop for building principals, counselors and

special education supervisors and teachers, in which the seminar materials are disseminated and discussed.

2. The Department of Education agrees to assist the school districts in applying for and securing Drug-Free schools and communities grants, and to develop programs concerning drug abuse awareness, education, and prevention.

3. The Department of Education agrees to assist the school districts in applying for and securing Effective Schools Grants.

4. The Department of Education agrees to assist the school districts in applying for and securing Math and Science grants.

5. The Department of Education agrees to assist the school districts in applying for and securing Classroom Management Grants.

6. The Department of Education agrees to assist the school district in applying for and securing an Alternative School Grant to develop an alternative school which could be used by all districts within the county.

7. The Department of Education agrees to assist the school districts in applying for and securing a Middle Level School Grant upon the condition that the Department receives the grant funds for which it has applied.

#### G. MONITORING

The Arkansas Department of Education agrees to provide equity monitoring in compliance with Standard 15 of the Arkansas



Educational Standards in order to determine if the districts are providing a quality, desegregated education to all of their students.

Each defendant, school district shall appoint to its equity committee and retain one member of the Garland County Chapter of the NAACP. The representative so appointed shall be provided a copy of the school district's annual review by the equity committee, including any and all supporting data.

#### H. PARTICIPATION IN CONSORTIUM

The Arkansas Department of Education agrees to send a designated representative to at least one (1) meeting annually of the Garland County Education Consortium. It is specifically understood that at that time enrollment, attendance, and black/white ratios in the schools of Garland County will be discussed with the understanding that all parties hereto will be working to achieve a quality education in each school district and to prevent a depreciation in the quality of education in school districts in which there is an unequal racial balance.

#### I.

The Arkansas Department of Education agrees that the Garland County Schools shall have the highest priority in those programs identified in paragraphs A, B, C, D, E, F, G, and H of this Agreement.

#### V.

#### Attorney Fees

The Districts and the State Defendants agree to pay the total sum of \$30,000.00 as attorneys fees and expenses to counsel for Davis. Such sums will be due and payable within ten (10) days of final Court approval of this Agreement. Of that sum, the State of Arkansas shall contribute 50% with the balance being paid by the respective school district in proportion to their respective average daily memberships for the 1990-91 school year.

VI.

Release and Dismissal

Within ten (10) days of final Court approval of this Agreement, each party shall deliver to the other a release in the form set forth as Exhibit "A" to this Agreement.

The parties condition this settlement upon their dismissal from this litigation with prejudice in accordance with the terms of Exhibit "A". The parties pledge to diligently pursue acceptance of the settlement by the Court.

VII.

Class Certification

The settlement is contingent upon a final determination that the settlement is binding upon the classes of all current, past and future black students, their parents and next friends in Garland County. As part of this settlement, the parties will stipulate that the Davis plaintiffs are proper class representatives under, and otherwise meet the requirements of

Rule 23(A) and (b)2 of the Federal Rules of Civil Procedure, and will support their certification.

VIII.

Agreement Regarding Litigation

The Davis plaintiffs release the Districts and the State of all liability for issues which have been raised in this litigation and commit that there will be no further litigation among or between plaintiffs, the State and any of the Districts, other than proceedings to enforce the terms of this settlement as finally approved by the court.

IX.

It is the intent of this Agreement that the parties hereto act promptly and expeditiously in implementing the terms of this settlement. It is agreed that the Garland County Education Consortium will be immediately organized and will conduct an organizational meeting no later than forty-five (45) days from the date of final approval by the Court of this comprehensive settlement agreement. The State Board of Education and the Arkansas Department of Education agree to have their part of this comprehensive settlement agreement in effect, or substantially in effect, prior to the commencement of the 1991 fall school term.



IX.

Execution

The Garland County school desegregation case comprehensive settlement agreement is executed this \_\_\_\_\_ day of \_\_\_\_\_, 1991.

WITNESSED AND APPROVED:  
Hurst Law Offices  
201 Woodbine  
Hot Springs, Arkansas 71901

By: [Signature]  
Q. Byron Hurst, Jr.  
Its Attorney

HOT SPRINGS, ARKANSAS BRANCH  
OF THE NAAOP:

By: [Signature]  
Its President

\*\*\*\*\*

EXECUTED this \_\_\_\_\_ day of \_\_\_\_\_, 1991 by:

WITNESSED AND APPROVED:  
Evans, Farrar, Reis & Love  
600 West Grand, Suite 201  
Hot Springs, Arkansas 71901

By: [Signature]  
Bryan J. Reis  
One of its Attorneys

HOT SPRINGS SCHOOL DISTRICT

By: [Signature]  
President, Board of Directors

\*\*\*\*\*

EXECUTED this 11<sup>th</sup> day of September, 1991 by

WITNESSED AND APPROVED:  
Wood, Smith, Schnipper & Clay  
123 Market Street  
Hot Springs, Arkansas 71901

By: [Signature]  
Don Schnipper  
One of its Attorneys

LAKESIDE SCHOOL DISTRICT

By: [Signature]  
President, Board of Directors

EXECUTED this 16<sup>th</sup> day of October, 1991 by:

WITNESSED AND APPROVED:  
Hargraves & McCrary, P.A.  
P. O. Box 519  
Hot Springs, Arkansas 71902

MOUNTAIN PINE SCHOOL DISTRICT

By: Ronald Owens  
President, Board of Directors

By: Robert Hargraves  
Robert Hargraves  
One of its Attorneys

\*\*\*\*\*

EXECUTED this 16<sup>th</sup> day of October, 1991 by:

WITNESSED AND APPROVED:  
Laser, Sharp, Mayes, Wilson  
Bufford & Watts, P.A.  
One Spring Street, Suite 300  
Little Rock, Arkansas 72201

CUTTER MORNING STAR SCHOOL  
DISTRICT

By: William Spilley  
President, Board of Directors

By: Dan Bufford  
Dan Bufford  
One of its Attorneys

\*\*\*\*\*

EXECUTED this 16<sup>th</sup> day of October, 1991 by:

WITNESSED AND APPROVED:  
McMillan, Turner & McCorkle  
929 Main Street  
P. O. Box 607  
Arkadelphia, Arkansas 71923

JESSIEVILLE SCHOOL DISTRICT

By: Hell M. Meredith  
President, Board of Directors

By: Ed McCorkle  
Ed McCorkle  
One of its Attorneys

EXECUTED this 16<sup>th</sup> day of October, 1991 by:

WITNESSED AND APPROVED:  
Smith, Stroud, McClerkin,  
Dunn & Nutter  
Suite #6, State Line Plaza  
Texarkana, Arkansas 75502

FOUNTAIN LAKE SCHOOL DISTRICT

By: [Signature]  
President, Board of Directors

By: [Signature]  
Hayes McClerkin  
One of its Attorneys

\*\*\*\*\*

EXECUTED this 16<sup>th</sup> of October, 1991 by:

WITNESSED AND APPROVED:  
Wright, Lindsey & Jennings  
2200 Worthen Bank Building  
Little Rock, Arkansas 72201

LAKE HAMILTON SCHOOL DISTRICT

By: [Signature]  
President, Board of Directors

By: [Signature]  
M. Samuel Jones, III  
One of its Attorneys

\*\*\*\*\*

EXECUTED this \_\_\_\_\_ day of \_\_\_\_\_, 1991 by:

WITNESSED AND APPROVED: THE DAVIS PLAINTIFFS

By: \_\_\_\_\_  
Hot Springs Class Representative

By: \_\_\_\_\_  
Lakeside Class Representative

By: \_\_\_\_\_  
Mountain Pine Class  
Representative

By: \_\_\_\_\_  
Cutter Morning Star Class  
Representative

By: \_\_\_\_\_  
Jessieville Class Representative

By: \_\_\_\_\_  
Fountain Lake Class  
Representative

By: \_\_\_\_\_  
Lake Hamilton Class  
Representative

\*\*\*\*\*

EXECUTED this 23<sup>rd</sup> day of September, 1991 by:

WITNESSED AND APPROVED:

Ray Owen, Jr.

Attorney at Law

1234 Central Avenue

Suite 20

Hot Springs, Arkansas 71901

GARLAND COUNTY BOARD OF EDUCATION

By: Nan Smith  
Its President

By: Ray Owen, Jr.  
Its Attorney

\*\*\*\*\*

ARKANSAS STATE BOARD OF EDUCATION

By: Nancy M. Wood  
Chairman, Board of Directors

By: Sharon Streett  
Sharon Streett  
One of its Attorneys

## Attachment II: Order, Case No. 89-6088, U.S. District Court Western District of Arkansas

Case 6:89-cv-06088-JLH Document 168 Filed 06/10/13 Page 1 of 6 PageID #: 284

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
HOT SPRINGS DIVISION

W.T. DAVIS, Individually;  
AARON GORDON and CARLTON R. BERRY  
on Behalf of a Class of Taxpayers  
of Garland County, Arkansas,  
similarly situated; and THE GARLAND  
COUNTY CHAPTER OF THE N.A.A.C.P.

PLAINTIFFS

v. Civil No. 89-6088

HOT SPRINGS SCHOOL DISTRICT;  
STATE OF ARKANSAS; ARKANSAS STATE  
BOARD OF EDUCATION; THE COMMISSIONER  
OF THE STATE BOARD OF EDUCATION;  
CUTTER MORNING STAR SCHOOL DISTRICT;  
FOUNTAIN LAKE SCHOOL DISTRICT;  
JESSIEVILLE SCHOOL DISTRICT;  
LAKE HAMILTON SCHOOL DISTRICT;  
LAKESIDE SCHOOL DISTRICT; and  
MOUNTAIN PINE SCHOOL DISTRICT

DEFENDANTS

O R D E R

Now on this 10th day of June 2013, comes on for consideration the **Petition for Declaratory Relief** (document #161), brought by Cutter Morning Star School District, Fountain Lake School District, Jessieville School District, Lake Hamilton School District, Lakeside School District, and Mountain Pine School District (collectively, the "petitioning districts"). The Court, being well and sufficiently advised, finds and orders as follows with respect thereto:

1. This action was originally filed on August 18, 1989, seeking to remedy the effects of racial segregation in Garland County public schools.



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2. On November 25, 1991, the parties entered into the Garland County School Desegregation Case Comprehensive Settlement Agreement ("Settlement Agreement"), in which they agreed -- among other things -- to implement the provisions of the **School Choice Act of 1989, Ark. Code Ann. § 6-18-206 (repealed 2013)**, with regard to the transfer of students between resident and non-resident districts.

3. Following a fairness hearing held on March 30, 1992, the Court approved the Settlement Agreement, finding it to be "fair and reasonable, [and] that it affords appropriate relief to the plaintiff class." (Order and Memorandum, p. 2, document #82). Noting that the Eighth Circuit Court of Appeals has favored such agreements in desegregation cases, the Court further concluded that "[n]othing has been presented to this court to vitiate [the] presumption of constitutionality and appropriateness" of the Settlement Agreement. (Order and Memorandum, p. 3, document #82).

4. On May 22, 2013, the petitioning districts filed the present Petition for Declaratory Relief, seeking the Court's approval to continue operating under the Settlement Agreement despite recent changes in the law.

Specifically, the petitioning districts point to the Court's 2012 decision in Teague, et al. v. Arkansas Board of Education, et al., Case No. 6:10-cv-6098-RTD, in which it found the School Choice Act of 1989 to be unconstitutional because it contained

Case 6:89-cv-06088-JLH Document 168 Filed 06/10/13 Page 3 of 6 PageID #: 286

race-based restrictions.

Moreover, in its most recent session, the Arkansas General Assembly repealed the 1989 Act by passing the **Public School Choice Act of 2013, Ark. Code Ann. §§ 1901-1909**, which contains no race-based restrictions.

5. Pursuant to the Public School Choice Act of 2013,

If the provisions of [the Act] conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

**Ark. Code Ann. § 6-18-1906(a).**

The petitioning districts contend that the Settlement Agreement in this case is a court-approved desegregation plan and, thus, it is unaffected by the new law. They seek to maintain the status quo.

6. In response to the Petition, the plaintiffs and the remaining defendants agree that judicial clarification is warranted, and they ask the Court to grant the declaratory relief requested by the petitioning districts.

7. Upon review of the record, the Court first notes that some of the original parties are no longer necessary to this action and should be formally dismissed. While the Arkansas State Board of Education remains an essential party, its individual members -- who were made parties solely due to their membership -- are no longer members of that entity and, therefore, should be



dismissed.

Likewise, the Garland County Board of Education and its individual members should be dismissed as parties, as all county boards of education were abolished by Act 2190 of 2005, codified at Ark. Code Ann. § 6-12-317.

8. Regarding the merits of the Petition, the Court finds that the Settlement Agreement constitutes a court-approved desegregation plan that should remain in effect despite recent changes to the law on which the Settlement Agreement was partly based.

The provisions of the Settlement Agreement consist of more than the mere implementation of the 1989 Act. It is a contract that also addresses the districts' staff development, curricula, testing and assessments, special education and gifted-and-talented programs, student-teacher interactions, and other services designed to enhance and improve public education in Garland County.

The Settlement Agreement was approved by the Court after an appropriately noticed fairness hearing and reasonable opportunity for the filing and consideration of any objections to the plan. The 1992 Order and Memorandum reflects that the Court considered the Settlement Agreement in its entirety, as well as the presentations of the parties and the response from the community, before finding that it afforded the parties appropriate relief and

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was reasonable in all aspects.

As such, the Settlement Agreement will remain in effect, and the parties will remain bound to enforce and comply with its terms.

**IT IS THEREFORE ORDERED** that the Garland County Board of Education, its individual members, and the individually named members of the Arkansas State Board of Education are hereby **dismissed as parties** to this action.

**IT IS FURTHER ORDERED** that the **Petition for Declaratory Relief** (document #161) is **granted**, and the Court hereby declares that:

\* The import of the Garland County School Desegregation Case Comprehensive Settlement Agreement and the Court's approval thereof was not simply a declaration that the parties would obey Arkansas law as it might from time to time be set forth in the School Choice Act of 1989;

\* Rather, the import of those actions was to incorporate by reference the language, terms, and provisions of the 1989 Act as a consent desegregation plan of the Court applicable to all public school districts within Garland County, Arkansas, for the purpose of remedying the vestiges of prior de jure racial segregation within the public education system of that county;

\* Accordingly, neither the judicial decision declaring the 1989 Act to be unconstitutional, nor the repeal of the 1989 Act,

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have any impact per se on the efficacy of the Settlement Agreement; and

\* The Court retains supervisory jurisdiction over the enforcement of the Settlement Agreement subject only to subsequent modifications or termination thereof by the Court.

IT IS SO ORDERED.

/s/ Jimm Larry Hendren  
JIMM LARRY HENDREN  
UNITED STATES DISTRICT JUDGE

**Attachment III: Memorandum Opinion  
and Order, Case No. 89-CV-06088, U.S.  
District Court Western District of  
Arkansas**

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IN THE UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF ARKANSAS  
HOT SPRINGS DIVISION

W.T. DAVIS, *et al.* PLAINTIFFS

v. Case No. 89-CV-06088

HOT SPRINGS SCHOOL DISTRICT, *et al.* DEFENDANTS

AARON GORDON, *et al.* INTERVENORS

**MEMORANDUM OPINION AND ORDER**

Currently before the Court are a Motion for Relief from Judgment (Doc. 174) and Brief in Support (Doc. 175) filed by six Separate Defendant school districts: Cutter Morning Star School District, Fountain Lake School District, Jessieville School District, Lake Hamilton School District, Lakeside School District, and Mountain Pine School District ("Movants"); a Response (Doc. 177) filed by Separate Defendants the State of Arkansas, the Arkansas State Board of Education, and the Commissioner of Education; a Response in Opposition (Doc. 178) and Brief (Doc. 179) filed by Separate Defendant Hot Springs School District; and a Response in Opposition (Doc. 183) and Brief (Doc. 184) filed by Plaintiffs.<sup>1</sup> The Court held a hearing on March 27, 2015, to permit the parties to present their

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<sup>1</sup> Throughout this Order, references to "Plaintiffs" includes all Plaintiffs and Intervening Plaintiffs.

arguments in connection with the Motion. All parties were represented by counsel in open court.

This matter originated as a class action lawsuit filed in this Court on August 18, 1989, alleging that Garland County maintained a racially segregated public school system in violation of the Fourteenth Amendment and 42 U.S.C. §§ 1981-1983. (Doc. 1). Two years later, on November 25, 1991, the parties entered into the Garland County School Desegregation Case Comprehensive Settlement Agreement (the "Agreement"). The Agreement included a provision whereby the parties would implement the Arkansas School Choice Act of 1989, Ark. Code Ann. § 6-18-206 (repealed 2013). The 1989 Act established a public school choice program that allowed students to apply to attend a school outside their resident district, but included a race-based limitation on such transfers. After a fairness hearing, the Court entered an order (Doc. 82) on April 28, 1992<sup>2</sup> approving the Agreement and dismissing the case with prejudice on the merits.

On May 22, 2013, Movants filed a petition for declaratory relief following the Arkansas legislature's repeal of the 1989 Act with the Arkansas Public School Choice Act of 2013.<sup>3</sup> The

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<sup>2</sup> The order approving the Agreement and dismissing the case was signed by Judge Waters on April 28, 1992 and filed on the record on May 1, 1992.

<sup>3</sup> The repeal of the 1989 Act followed this Court's June 12, 2012 decision in *Teague v. Arkansas Board of Education*, 873 F. Supp. 2d 1055 (W.D. Ark. 2012),



2013 Act removed the race-based limitation on public school choice transfers and included a provision that the receiving district shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability. However, it only permitted nonresident transfers "provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district." Ark. Code Ann. § 6-18-1901(b)(3).

In the 2013 petition, Movants argued that "the import [of entering the settlement agreement and obtaining Court approval thereof] was to incorporate by reference the language, terms and provisions of the 1989 Act as a consent desegregation plan of the Court applicable to all public school districts within Garland County, Arkansas, for the purpose of remedy [sic] the vestiges of prior *de jure* racial segregation within the public education system of Garland County, Arkansas." (Doc. 161, p. 6). They also argued that neither the judicial decision nor the 2013 Act has any impact on the efficacy of the Court's 1992 Order. The Court agreed and granted Movants the requested declaratory relief on June 10, 2013, finding that "the

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*vacated sub nom. Teague v. Cooper*, 720 F.3d 973 (8th Cir. 2013), which held that the race-based transfer limitation in the 1989 Act violated the Equal Protection Clause of the Fourteenth Amendment. The District Court's decision was rendered moot by the Eighth Circuit following the passage of the School Choice Act of 2013.

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Settlement Agreement constitutes a court-approved desegregation plan that should remain in effect despite recent changes to the law on which the Settlement Agreement was partly based.” (Doc. 168, p. 4).

On August 25, 2014, the same Movants then filed the instant Motion for Relief from Judgment under Federal Rule of Civil Procedure 60(b)(5), seeking termination of the Agreement and relief from the Court’s 1992 Order in its entirety on grounds that it is no longer just or equitable to give the 1992 Order or the Agreement prospective application in light of the repeal of the 1989 Act.

“Federal Rule of Civil Procedure 60(b)(5) permits a party to obtain relief from a judgment or order if, among other things, ‘applying [the judgment or order] prospectively is no longer equitable.’” *Horne v. Flores*, 557 U.S. 433, 447 (2009) (quoting *Rufo v. Inmates of Suffolk Cnty. Jail*, 502 U.S. 367, 384 (1992)). Under this Rule, “a party can ask a court to modify or vacate a judgment or order if ‘a significant change either in factual conditions or in law’ renders continued enforcement ‘detrimental to the public interest.’” *Id.*

Although the Court’s 1992 Order terminated the case and reflected that the parties could only petition to reopen the case for the purpose of enforcement of the Agreement, “[a] court of equity always retains discretion to modify an injunction,



including a consent decree, 'when changed factual conditions make compliance with the decree substantially more onerous . . . when a decree proves to be unworkable because of unforeseen obstacles . . . or when enforcement would be detrimental to the public interest.'" *Smith v. Bd. of Educ. of Palestine-Wheatley Sch. Dist.*, 769 F.3d 566, 572 (8th Cir. 2014) (quoting *Rufo*, 502 U.S. at 391). "Rufo and its progeny grant federal courts of equity substantial flexibility to adapt their decrees to changes in the facts or law, particularly in institutional reform litigation, where the public interest is paramount." *Id.*

Movants have made clear in their filings and at the hearing that they are not seeking a modification of the Agreement. Rather, they seek to "terminate finally the 1992 Order, and relieve the parties of their obligations under the Settlement Agreement." (Doc. 175, p. 23).<sup>4</sup>

Courts may "relinquish continuing jurisdiction to ensure compliance with a desegregation consent decree when the moving party has demonstrated full compliance." *Smith*, 769 F.3d at 572. The "core of the termination standard" is "whether the vestiges of past discrimination ha[ve] been eliminated to the extent practicable." *Id.*

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<sup>4</sup> At the hearing, Movants' Counsel expressed his belief that relief from the Court's 2013 Order providing declaratory relief was not necessary or particularly relevant to the pending Motion for Relief.

After consideration of the record and arguments presented, the Court finds that Movants have not established that termination of the Agreement and relief from the 1992 Order is warranted. Movants assert that they have fully complied with the Agreement and the Court's 1992 Order. However, an assertion of compliance does not justify the remedy of termination. Movants have not submitted any evidence to demonstrate full compliance with the Agreement, nor have they offered any proof that the vestiges of past discrimination have been eliminated.<sup>5</sup> Accordingly, Movants have not met the standard for termination of a desegregation decree under *Smith*.

Although Movants argue that continued application of the Agreement would be unjust, the only example provided is the situation of one Garland County resident whose children's public school choice applications were denied by Mountain Pine School District in 2014 under the 1989 Act. The Court cannot conclude that this single example justifies the termination of a settlement agreement that has been in place for decades.

For the reasons set out above, the Motion for Relief from Judgment (Doc. 174) filed by Separate Defendants Cutter Morning Star School District, Fountain Lake School District, Jessieville

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<sup>5</sup> Also, Defendant Hot Springs School District has provided evidence that the Garland County school districts remain racially identifiable. These documents include comparison tables that present Garland County School Districts' enrollment by race for school years 2004-05, 2010-11, 2011-12, 2012-13, and 2013-14 (Doc. 179-1) and the Arkansas Department of Education's Public School Choice Act of 2013 Net/Gain Loss Report (Doc. 179-2).

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School District, Lake Hamilton School District, Lakeside School District, and Mountain Pine School District is **DENIED**.

Furthermore, the Motion for Relief from Making a Personal Appearance (Doc. 192) filed by Plaintiffs' Counsel is **DENIED AS MOOT**.

IT IS SO ORDERED this 31st day of March, 2015.

/s/ Robert T. Dawson  
Honorable Robert T. Dawson  
United States District Judge

## Attachment IV: Garland County Consortium Agenda

**ANNUAL GARLAND COUNTY PUBLIC SCHOOLS DESEGREGATION MEETING**

**JULY 21, 2022**

**9:00 AM**

HOT SPRINGS GREATER CHAMBER OF COMMERCE  
659 OUACHITA AVENUE

**Attendees:** Oliver Dillingham (ADE), Lasonia Johnson (DESE), Lance LeVar (ADE), Courtney Salas-Ford (ADE), Shastady Wagner (ADE), Stephanie Nehus (HSSD), Shawn Cook (Lakeside), Elmer Beard (NAACP), Esther Dixon (NAACP), Shawn Higginbotham (LHSD), Nancy Anderson (CMSSD), Melissa Speers (JSD), Bobby Applegate (MPSD), Lamont Page (MPSD), Linda Franklin (NAACP), Phyllis Beard (NAACP), Gary Troutman (Chamber), Jamie Preston (Lakeside), Michael Helms (APRSC), Darin Beckwith (Dawson)  
**Zoom:** Marsalis Weatherspoon (NAACP)

**I. GC School Desegregation Case Comprehensive Settlement Agreement**

- a. Essential terms and conditions designed to further the quality of education and to end this litigation
  - i. Act 609 - The School Choice Act
    1. [GC Cheat Sheet](#)
    2. Comments -
  - ii. The Garland County Education Consortium (Superintendents of the seven school districts and one Board member from each district. The president of the local chapter of the NAACP will be an ex-officio, non-voting, member and will be invited to all meetings and will have the right to express opinions or thoughts to said group. The Consortium's recommendations to the respective school boards shall be by majority vote with final action authorized by the concurrence of all affected individual school boards.
    1. Meet at least semi-annually to discuss:
      - a. Enrollment fluctuations
      - b. Ratio of black students to white students
        - i. [School Racial Ratios](#) - data shared for review

- a. Compliance of each district with the Arkansas Educational Standards
  - b. Any issues related to consolidation
  - c. Potential for joint and/or bulk purchasing
  - d. Sharing of programs and personnel between and among districts
  - e. Hiring of minority teachers and staffs
- ii. State Board of Education Responsibilities
  1. Staff Development
  2. Curriculum
  3. Testing and Assessment - focus on reducing the disparity between the test scores of African American students and white students as groups
  4. Special Education and Gifted and Talented
  5. Student/Teacher Interaction
  6. Grants
    - a. ADE will fund the attendance of one representative from the Consortium to the Annual Institute for Special Education Law
    - b. ADE will assist districts in applying for and securing
      - i. Drug-Free schools and communities grants, and develop programs
      - ii. Effective Schools Grants
      - iii. Math and Science Grants
      - iv. Classroom Management Grants
      - v. Alternative School Grant
      - vi. Middle Level School Grant
  7. Monitoring - Arkansas Department of Education Monitoring and Feedback
  8. Participation in Consortium - will send one representative to at least one meeting annually
  9. Agree that Garland County schools shall have the highest priority in the programs listed above

b. Garland Co. Desegregation Monitoring Reports

- i. [2018-2019](#)
- ii. [2019-2020](#)
- iii. 2020-2021
- iv. 2021-2022

**II. NAACP**

- a. Pamphlet regarding respect for the police - do's & don'ts
- b. Purpose of the original suit
- c. Equity assignments to the schools

**III. Other Items for Discussion**

**IV. Election of officers for the 2022-2023 school year (CURRENT 2021-2022: President - Bobby (BJ) Applegate, Secretary - Stephanie Nehus)**

- a. President -, Secretary -
  - i. motion by, seconded by



## Attachment V: Garland County Desegregation Monitoring Process Email

**From:** [Oliver Dillingham \(ADE\)](#)  
**To:** ["Nancy.Anderson@cmseagles.net"; "terry.lawler@cmseagles.net"](#)  
**To:** ["MMURPHY@fcobras.com"; scampbell](#)  
**To:** ["NehusS@hssd.net"; "Rosburgb@hssd.net"](#)  
**To:** ["Melissa.Speers@jsdlions.net"; "Gary.Parish@jsdlions.net"](#)  
**To:** ["Higginbotham@hwwolves.net"; "ji.humphries@hwwolves.net"](#)  
**To:** [Shawn Cook; "Bruce\\_Orr@lakesidesd.org"](#)  
**To:** ["Bobby.Applegate@mpsdrd.com"; "Dana.Janush@mpsdrd.com"](#)  
**Cc:** [Courtney Salas-Ford \(ADE\); Krystal Nail \(ADE\); Laura McCammon \(ADE\); Lance LeVar \(ADE\); Darrell Farmer \(ADE\); Lasonia Johnson \(ADE\); Denise McCoy \(ADE\)](#)  
**Subject:** Garland County Monitoring  
**Date:** Wednesday, February 2, 2022 2:50:00 PM

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Superintendent,

The Arkansas Division of Elementary and Secondary Education (DESE), in compliance with the Garland County School Desegregation Case Comprehensive Settlement Agreement, will conduct the required equity monitoring to determine if the Districts are successfully accomplishing the goal of providing a quality, desegregated education for all children in Garland County.

To minimize the need for additional visitors on each campus the DESE monitoring team has modified the onsite monitoring process for the 2021-2022 school year. A DESE team will not perform an onsite visit. In keeping with the process of identifying equitable practices, each district is asked to designate a team of individuals to utilize the attached *Equitable Classroom Practice* observation tool linked [here](#). Each team is requested to notate their observed equitable classroom practices. The resulting data will be available to view and LIVE for both the district and the DESE Equity Assistance Center (EAC).

District staff is expected to provide the following on or before **Monday, May 2, 2022**:

- List of any curriculum changes or evidence of curriculum development
- List of any staff development relevant to the court order
- List of all grants awarded during the 2021-2022 school year
- Name of the National Association for the Advancement of Colored People

(NAACP) member appointed to the Equity Committee

- Availability of the Gifted and Talented Coordinator, Special Education Coordinator, and Section 504 Coordinator to meet virtually (e.g., Zoom, Google Meet) with the appropriate DESE division. District coordinators will be contacted by a representative from the Office of Gifted and Talented and Advanced Placement, the DESE Special Education Unit and the Equity Assistance Center.
- Completed *Equitable Classroom Practices Observation Forms*. Review the first tab labeled “Instruction Sheet” for specific guidance within the tool linked above.
- The number of classrooms observed in utilizing the attached observation tool (Minimum 100 classrooms across the district [based on past collected observation forms])

DESE coordinated professional development in accordance with the Garland County School Desegregation Case Comprehensive Settlement Agreement may be requested within the form linked [here](#).

The DESE monitoring team appreciates your cooperation and looks forward to working with you again this year. Should you have questions or concerns, please contact the EAC at 501-682-4213.

Respectfully,  
Oliver Dillingham, Public School Program Manager  
Equity Assistance Center (EAC)  
Division of Elementary and Secondary Education (DESE)  
Arkansas Department of Education (ADE)

## Attachment VI: ACT Aspire Scores - Garland County School Districts

Student achievement outcomes for the school districts in Garland County for the most recent three years are reported. Arkansas statewide ACT Aspire testing was cancelled for the 2019-2020 school year due to COVID-19. The tables present by race the percent of students in grades three through ten meeting or exceeding standards in literacy, mathematics, and science as determined by the summative ACT Aspire assessment.

<b>2020-2021 ACT Aspire Achievement</b>			
<b>Literacy</b>			
<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Cutter-Morning Star	27.27%	35.29%	30.88%
Fountain Lake	20%	40.26%	39.83%
Hot Springs	14.73%	23.9%	35.19%
Jessieville	21.43%	45.45%	42.18%
Lake Hamilton	26.60%	31.44%	45.07%
Lakeside	18.90%	29.80%	49.77%
Mountain Pine	14.81%	21.43%	26.78%
State Average	16.6%	30.34%	44.57%
<b>Mathematics</b>			
<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Cutter-Morning Star	0%	23.53%	28.07%
Fountain Lake	0%	38.96%	42.82%
Hot Springs	13.03%	27.19%	30.93%
Jessieville	14.29%	40.91%	40.27%
Lake Hamilton	21.28%	29.77%	43.19%
Lakeside	24.39%	27.84%	52.49%
Mountain Pine	11.11%	28.57%	22.71%
State Average	13.88%	30.77%	44.11%
<b>Science</b>			
<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Cutter-Morning Star	9.09%	27.45%	28.07%
Fountain Lake	0%	38.96%	41.13%
Hot Springs	14.36%	24.34%	37.29%
Jessieville	14.29%	45.45%	42.08%
Lake Hamilton	23.4%	30.43%	44.31%
Lakeside	17.68%	28.35%	53.53%
Mountain Pine	18.52%	14.29%	29.83%
State Average	12.76%	26.39%	42.68%

Source: My School Info.

<b>2018-2019 ACT Aspire Achievement</b>			
<b>Literacy</b>			
<b>District</b>	African American	Hispanic	White
Cutter-Morning Star	27.27%	35.00%	34.75%
Fountain Lake	14.29%	51.35%	45.7%
Hot Springs	22.7%	35.66%	49.52%
Jessieville	62.50%	51.72%	47.12%
Lake Hamilton	32.56%	41.42%	51.71%
Lakeside	26.37%	37.34%	59.25%
Mountain Pine	18.18%	17.65%	27.43%
State Average	23.93%	37.28%	52.62%
<b>Mathematics</b>			
<b>District</b>	African American	Hispanic	White
Cutter-Morning Star	18.18%	30.00%	35.08%
Fountain Lake	28.57%	51.35%	52.60%
Hot Springs	25.27%	42.14%	47.26%
Jessieville	12.50%	51.72%	45.20%
Lake Hamilton	40.70%	47.34%	57.92%
Lakeside	33.52%	52.28%	67.67%
Mountain Pine	13.64%	23.53%	23.61%
State Average	24.47%	41.47%	55.42%
<b>Science</b>			
<b>District</b>	African American	Hispanic	White
Cutter-Morning Star	18.18%	30.00%	38.69%
Fountain Lake	0.00%	46.67%	45.01%
Hot Springs	16.71%	28.68%	43.27%
Jessieville	12.50%	41.38%	40.04%
Lake Hamilton	29.07%	38.58%	49.04%
Lakeside	25.97%	37.08%	57.66%
Mountain Pine	18.18%	35.29%	26.30%
State Average	17.83%	31.75%	48.95%

Source: My School Info.

<b>2017-2018 ACT Aspire Achievement</b>			
<b>Literacy</b>			
<b>District</b>	African American	Hispanic	White
Cutter-Morning Star	16.67%	28.57%	35.53%
Fountain Lake	25.00%	38.81%	45.65%
Hot Springs	22.13%	36.74%	50.20%
Jessieville	0.00%	33.33%	40.49%
Lake Hamilton	31.08%	38.76%	51.64%
Lakeside	29.28%	37.23%	58.00%
Mountain Pine	17.39%	28.57%	32.40%
State Average	22.78%	36.70%	52.07%
<b>Mathematics</b>			
<b>District</b>	African American	Hispanic	White
Cutter-Morning Star	0.00%	28.57%	36.18%
Fountain Lake	25.00%	50.75%	53.37%
Hot Springs	24.66%	44.53%	51.50%
Jessieville	12.50%	36.36%	38.87%
Lake Hamilton	29.73%	52.77%	58.72%
Lakeside	37.02%	51.52%	67.05%
Mountain Pine	30.43%	28.57%	31.14%
State Average	24.65%	42.24%	54.86%
<b>Science</b>			
<b>District</b>	African American	Hispanic	White
Cutter-Morning Star	16.67%	28.57%	33.55%
Fountain Lake	25.00%	34.38%	43.79%
Hot Springs	18.74%	32.84%	48.18%
Jessieville	0.00%	30.30%	36.59%
Lake Hamilton	29.17%	39.41%	50.24%
Lakeside	25.28%	38.96%	58.18%
Mountain Pine	13.04%	28.57%	28.03%
State Average	17.93%	31.90%	48.45%

Source: My School Info.



## Attachment VII: 2021-2022 Garland County Desegregation Monitoring Report Student Data Comparison

## 2021 - 2022 Garland County Desegregation Monitoring Report Data Comparison

Gap = program enrollment compared to student body enrollment (Formula: Race/Ethnicity Enrollment % - Race/Ethnicity Academic/Behavior Category %)

Blue = percentage in the category is MORE than the percentage in the student body (Over-representation)

Yellow = percentage in the category is LESS than the percentage in the student body (Under-representation)

Highlight = 8% or higher gap

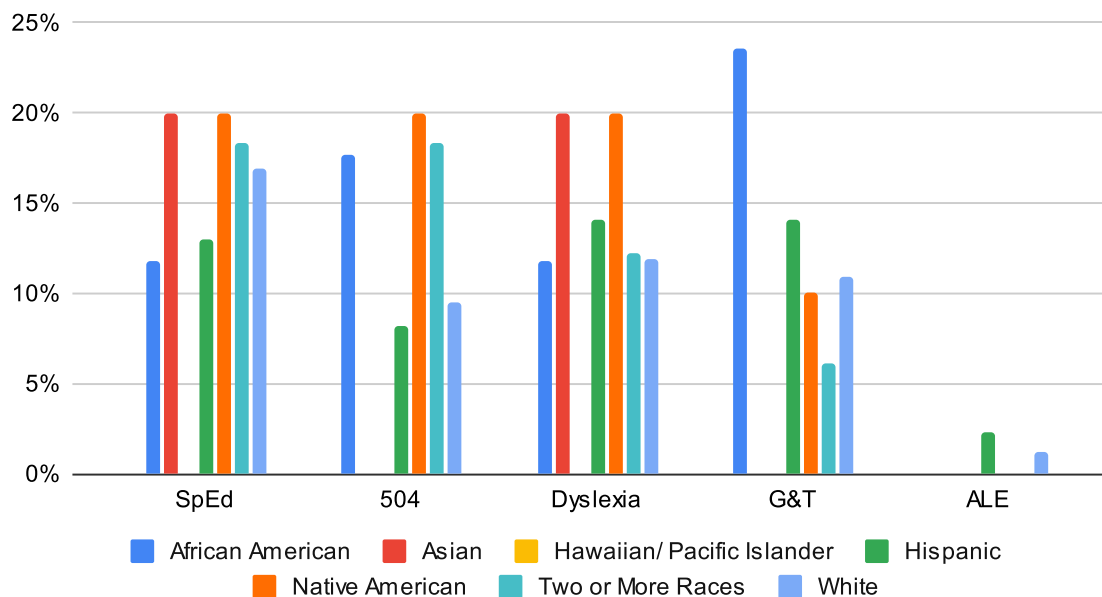
### Cutter-Morning Star School District

Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	2.53%	1.82%	0.72%	4.35%	-1.81%	2.41%	0.12%	5.33%	-2.80%	2.22%	0.31%	0.00%	2.53%	0.00%	2.53%	4.00%	-1.47%
Asian	0.75%	0.91%	-0.16%	0.00%	0.75%	1.20%	-0.46%	0.00%	0.75%	0.00%	0.75%	0.00%	0.75%	0.00%	0.75%	0.00%	0.75%
Hawaiian/ Pacific Islander	0.15%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	6.00%	-5.85%
Hispanic	12.67%	10.00%	2.67%	10.14%	2.52%	14.46%	-1.79%	16.00%	-3.33%	11.11%	1.56%	33.00%	-20.33%	25.00%	-12.33%	0.00%	12.67%
Native American	1.49%	1.82%	-0.33%	2.90%	-1.41%	2.41%	-0.92%	1.33%	0.16%	1.43%	0.06%	0.00%	1.49%	0.00%	1.49%	4.00%	-2.51%
Two or More Races	7.30%	8.18%	-0.88%	13.04%	-5.74%	7.23%	0.07%	4.00%	3.30%	7.78%	-0.48%	0.00%	7.30%	0.00%	7.30%	86.00%	-78.70%
White	75.11%	77.27%	-2.16%	69.57%	5.55%	72.29%	2.82%	73.33%	1.78%	77.78%	-2.67%	66.67%	8.44%	75.00%	0.11%	0.00%	75.11%

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Cutter-Morning Star Percent Representation of Each Demographic



## Fountain Lake School District

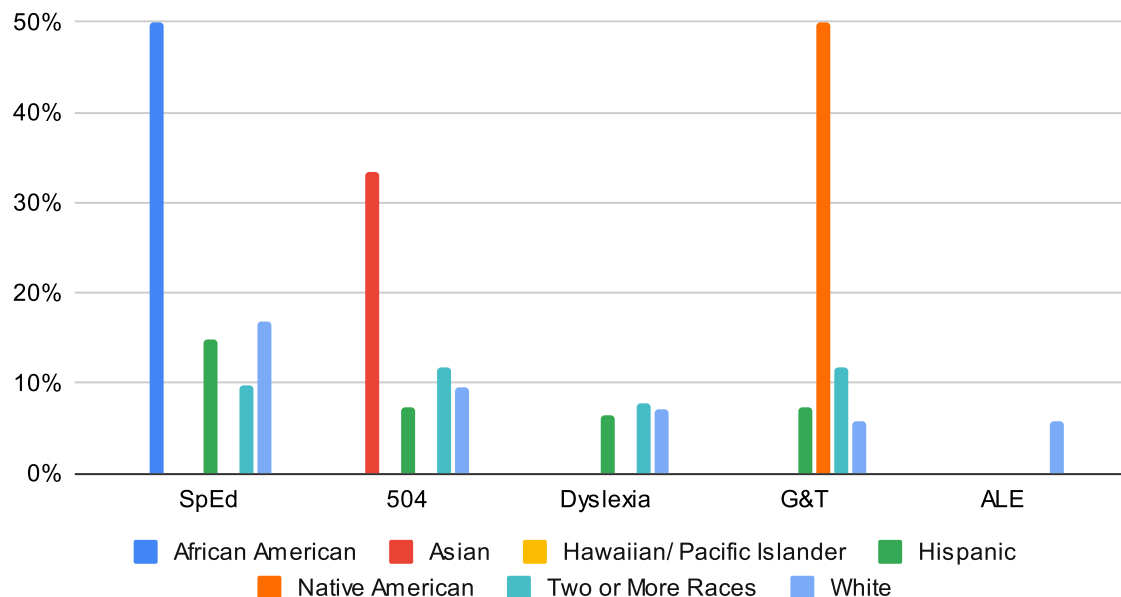
Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	0.62%	1.87%	-1.25%	0.00%	0.62%	0.00%	0.62%	0.00%	0.62%	0.00%	0.62%	2.63%	-2.01%	0.00%	0.62%	0.00%	0.62%
Asian	0.23%	0.00%	0.23%	0.83%	-0.59%	0.00%	0.23%	0.00%	0.23%	0.00%	0.23%	0.00%	0.23%	0.00%	0.23%	0.97%	-0.74%
Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	8.33%	7.48%	0.86%	6.61%	1.72%	7.69%	0.64%	9.88%	-1.54%	6.77%	1.56%	5.26%	3.07%	0.00%	8.33%	8.74%	-0.40%
Native American	0.15%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	1.23%	-1.08%	0.00%	0.15%	0.00%	0.15%	0.00%	0.15%	1.94%	-1.79%
Two or More Races	3.94%	2.34%	1.60%	4.96%	-1.02%	4.40%	-0.46%	7.41%	-3.47%	2.26%	1.68%	2.63%	1.31%	0.00%	3.94%	3.88%	0.05%
White	86.73%	88.32%	-1.59%	87.60%	-0.87%	87.91%	-1.18%	81.48%	5.25%	90.98%	-4.25%	89.47%	-2.74%	100.00%	-13.27%	84.47%	2.26%

Blue = More (> % of student body enrollment), Dark Yellow = Less (< % of student body enrollment)

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Fountain Lake Percent Representation of Each Demographic



## Hot Springs School District

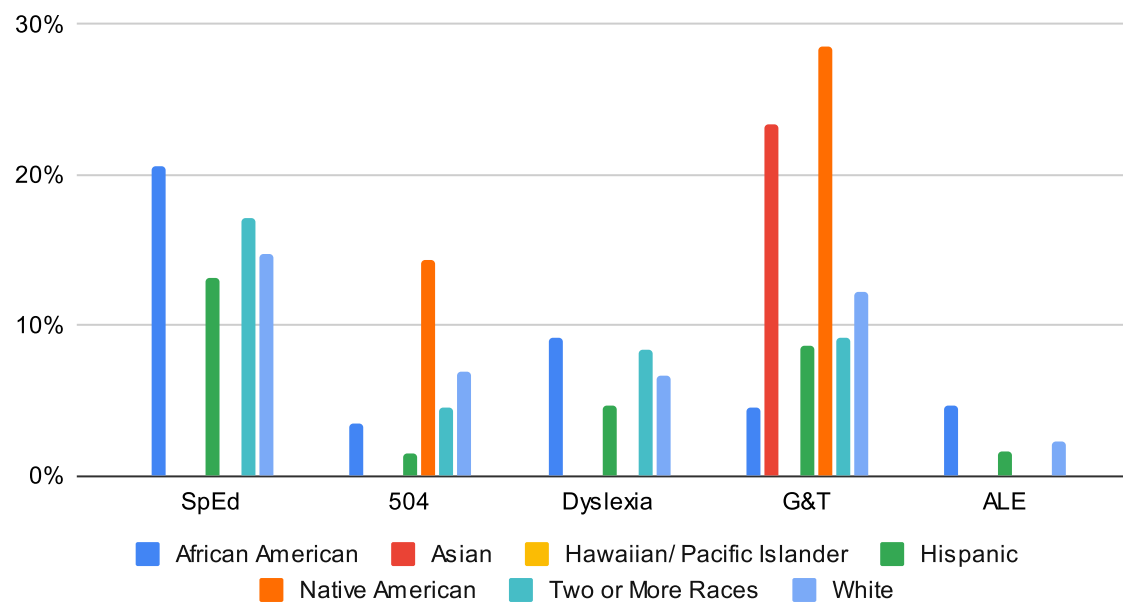
Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	34.51%	43.00%	-8.49%	27.67%	6.84%	43.51%	-9.00%	18.04%	16.47%	46.88%	-12.37%	52.19%	-17.68%	59.79%	-25.29%	48.02%	-13.51%
Asian	0.83%	0.00%	0.83%	0.00%	0.83%	0.00%	0.83%	2.22%	-1.39%	0.36%	0.47%	0.00%	0.83%	0.00%	0.83%	0.44%	0.39%
Hawaiian/ Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	19.47%	15.50%	3.97%	6.29%	13.18%	12.60%	6.88%	19.30%	0.17%	12.12%	7.35%	10.36%	9.11%	11.34%	8.13%	18.50%	0.97%
Native American	0.39%	0.00%	0.39%	1.26%	-0.87%	0.00%	0.39%	1.27%	-0.88%	0.18%	0.21%	0.40%	-0.01%	0.00%	0.39%	0.00%	0.39%
Two or More Races	10.49%	10.83%	-0.34%	10.69%	-0.20%	12.21%	-1.72%	11.08%	-0.58%	11.76%	-1.27%	11.50%	-1.01%	0.00%	10.49%	5.73%	4.77%
White	34.32%	30.67%	3.65%	54.09%	-19.77%	31.68%	2.64%	48.10%	-13.79%	28.70%	5.62%	24.70%	9.62%	28.87%	5.45%	27.31%	7.00%

Blue = More (> % of student body enrollment), Dark Yellow = Less (< % of student body enrollment)

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Hot Springs Percent Representation of Each Demographic



## Jessieville School District

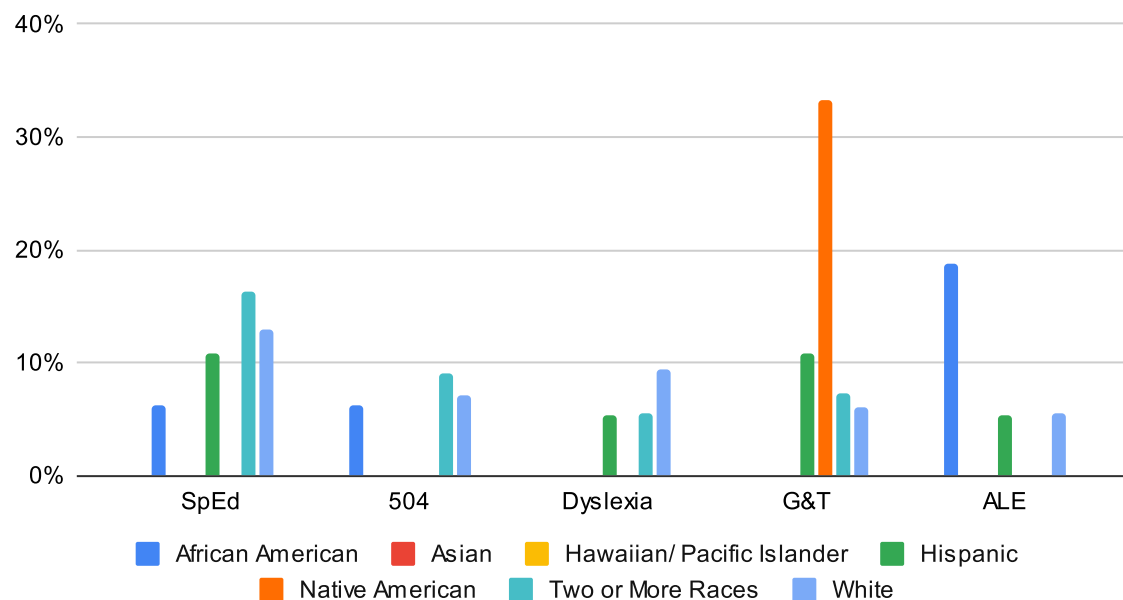
Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	1.95%	0.96%	0.99%	1.79%	0.17%	0.00%	1.95%	0.00%	1.95%	0.00%	1.95%	5.71%	-3.76%	6.82%	-4.86%	0.00%	1.95%
Asian	0.85%	0.00%	0.85%	0.00%	0.85%	0.00%	0.85%	0.00%	0.85%	0.00%	0.85%	0.00%	0.85%	0.00%	0.85%	0.00%	0.85%
Hawaiian/ Pacific Islander	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%
Hispanic	4.52%	3.85%	0.67%	0.00%	4.52%	2.82%	1.70%	7.84%	-3.33%	2.00%	2.52%	0.00%	4.52%	4.55%	-0.03%	11.76%	-7.25%
Native American	0.37%	0.00%	0.37%	0.00%	0.37%	0.00%	0.37%	1.96%	-1.59%	0.00%	0.37%	0.00%	0.37%	0.00%	0.37%	0.00%	0.37%
Two or More Races	6.72%	8.65%	-1.94%	8.93%	-2.21%	4.23%	2.49%	7.84%	-1.13%	10.00%	-3.28%	5.71%	1.01%	0.00%	6.72%	0.00%	6.72%
White	85.35%	86.54%	-1.19%	89.29%	-3.94%	92.96%	-7.61%	82.35%	3.00%	88.00%	-2.65%	88.57%	-3.22%	88.64%	-3.29%	88.24%	-2.89%

Blue = More (> % of student body enrollment), Dark Yellow = Less (< % of student body enrollment)

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Jessieville Percent Representation of Each Demographic



## Lake Hamilton School District

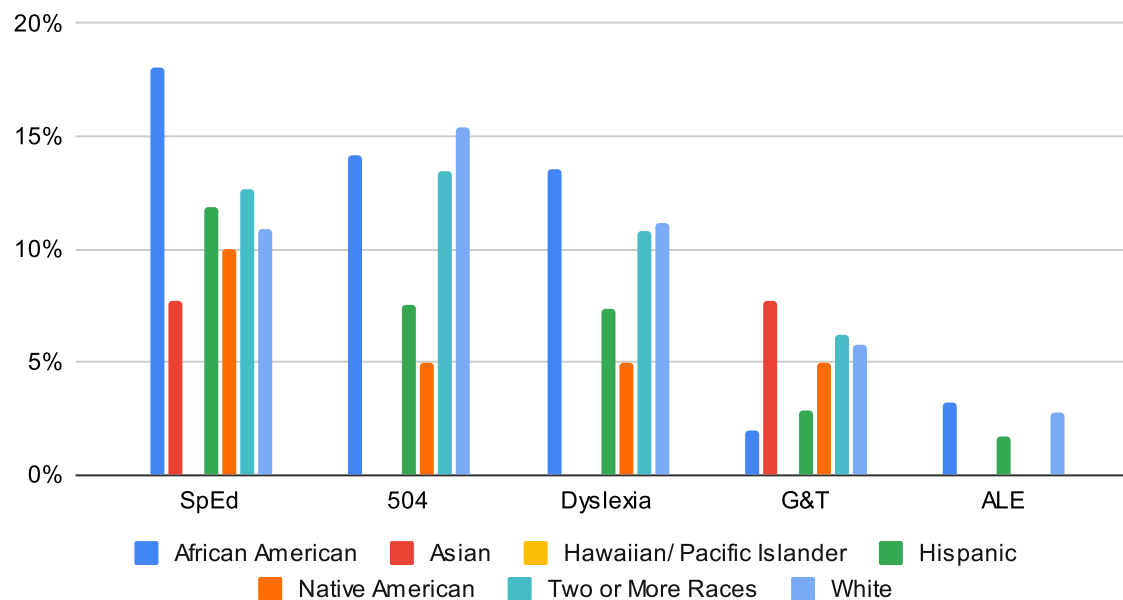
Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	3.75%	5.98%	-2.23%	3.80%	-0.04%	4.78%	-1.03%	1.39%	2.37%	7.44%	-3.69%	6.25%	-2.50%	5.00%	-1.25%	3.66%	0.09%
Asian	0.63%	0.43%	0.20%	0.00%	0.63%	0.00%	0.63%	0.93%	-0.30%	0.32%	0.31%	0.52%	0.11%	0.00%	0.63%	0.00%	0.63%
Hawaiian/ Pacific Islander	0.07%	0.00%	0.07%	0.00%	0.07%	0.00%	0.07%	0.00%	0.07%	0.00%	0.07%	0.00%	0.07%	0.00%	0.07%	0.00%	0.07%
Hispanic	12.86%	13.46%	-0.60%	6.91%	5.95%	8.88%	3.98%	6.94%	5.92%	7.44%	5.42%	8.33%	4.53%	9.00%	3.86%	14.65%	-1.79%
Native American	0.48%	0.43%	0.06%	0.17%	0.31%	0.23%	0.26%	0.46%	0.02%	0.00%	0.48%	0.00%	0.48%	0.00%	0.48%	0.37%	0.12%
Two or More Races	6.30%	7.05%	-0.75%	6.04%	0.25%	6.38%	-0.08%	7.41%	-1.11%	9.06%	-2.76%	5.21%	1.09%	0.00%	6.30%	7.33%	-1.03%
White	75.90%	72.65%	3.25%	83.07%	-7.18%	79.73%	-3.83%	82.87%	-6.97%	75.72%	0.18%	79.69%	-3.79%	86.00%	-10.10%	73.99%	1.90%

Blue = More (> % of student body enrollment), Dark Yellow = Less (< % of student body enrollment)

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Lake Hamilton Percent Representation of Each Demographic



## Lakeside School District

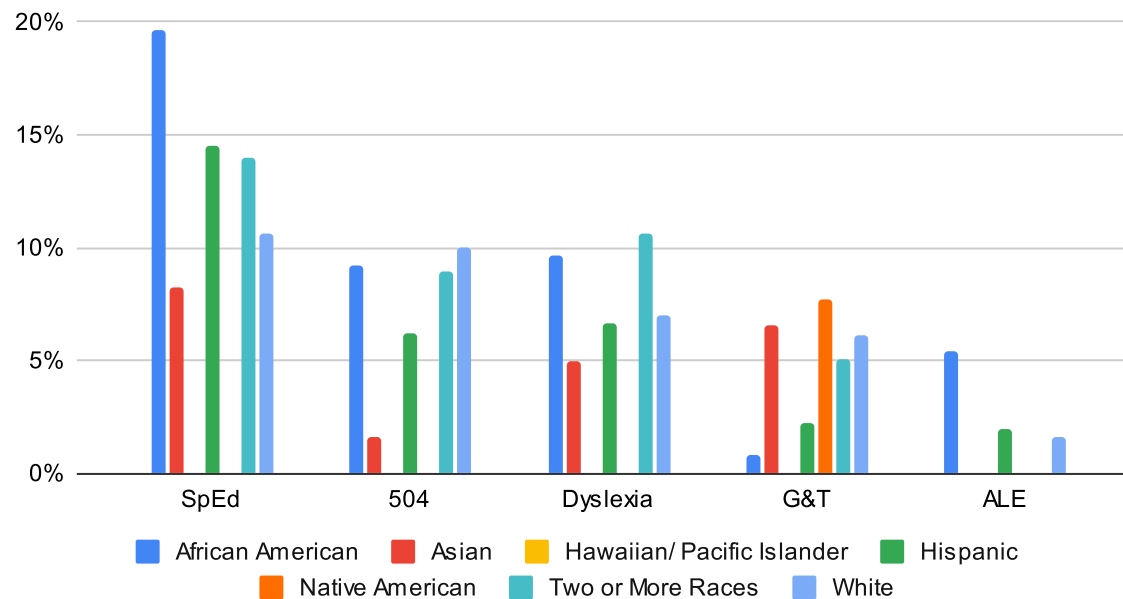
Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	7.77%	12.81%	-5.05%	7.79%	-0.02%	10.25%	-2.48%	1.16%	6.61%	19.11%	-11.34%	21.02%	-13.25%	22.95%	-15.18%	8.08%	-0.31%
Asian	1.82%	1.26%	0.57%	0.32%	1.50%	1.23%	0.59%	2.31%	-0.49%	0.68%	1.14%	0.00%	1.82%	0.00%	1.82%	1.92%	-0.10%
Hawaiian/ Pacific Islander	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%	0.00%	0.24%
Hispanic	12.13%	14.82%	-2.69%	8.12%	4.01%	11.07%	1.06%	5.20%	6.93%	10.24%	1.89%	11.36%	0.77%	13.11%	-0.98%	13.08%	-0.95%
Native American	0.39%	0.00%	0.39%	0.00%	0.39%	0.00%	0.39%	0.58%	-0.19%	0.34%	0.05%	0.00%	0.39%	0.00%	0.39%	0.77%	-0.38%
Two or More Races	5.35%	6.28%	-0.93%	5.19%	0.15%	7.79%	-2.44%	5.20%	0.15%	9.90%	-4.55%	9.09%	-3.74%	0.00%	5.35%	4.23%	1.12%
White	72.30%	64.82%	7.48%	78.57%	-6.27%	69.67%	2.63%	85.55%	-13.25%	59.73%	12.57%	58.52%	13.78%	63.93%	8.37%	71.92%	0.38%

Blue = More (> % of student body enrollment), Dark Yellow = Less (< % of student body enrollment)

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Lakeside Percent Representation of Each Demographic





## Mountain Pine School District

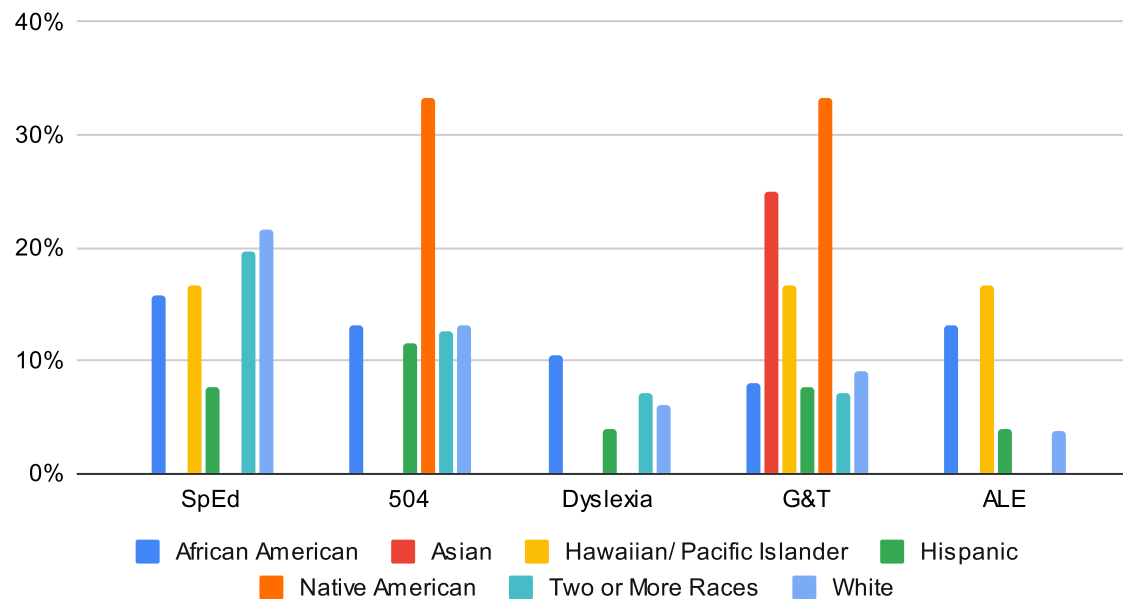
Race	Enrollment	Special Education		Section 504		Dyslexia Therapy		Gifted and Talented		In-School Suspension		Out of School Suspension		Alt. Learning Environment		Graduate	
		Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap	Actual	Gap
African American	6.01%	4.69%	1.33%	6.17%	-0.16%	10.26%	-4.24%	5.26%	0.75%	5.63%	0.38%	7.89%	-1.88%	19.23%	-13.22%	8.70%	-2.68%
Asian	0.63%	0.00%	0.63%	0.00%	0.63%	0.00%	0.63%	1.75%	-1.12%	0.00%	0.63%	0.00%	0.63%	0.00%	0.63%	2.17%	-1.54%
Hawaiian/ Pacific Islander	0.95%	0.78%	0.17%	0.00%	0.95%	0.00%	0.95%	1.75%	-0.81%	0.00%	0.95%	0.00%	0.95%	3.85%	-2.90%	0.00%	0.95%
Hispanic	4.11%	1.56%	2.55%	3.70%	0.41%	2.56%	1.55%	3.51%	0.61%	4.23%	-0.12%	0.00%	4.11%	3.85%	0.27%	0.00%	4.11%
Native American	0.47%	0.00%	0.47%	1.23%	-0.76%	0.00%	0.47%	1.75%	-1.28%	0.00%	0.47%	0.00%	0.47%	0.00%	0.47%	0.00%	0.47%
Two or More Races	8.86%	8.59%	0.27%	8.64%	0.22%	10.26%	-1.40%	7.02%	1.84%	12.68%	-3.82%	13.16%	-4.30%	0.00%	8.86%	6.52%	2.34%
White	78.96%	84.38%	-5.42%	80.25%	-1.29%	76.92%	2.03%	78.95%	0.01%	77.46%	1.50%	78.95%	0.01%	73.08%	5.88%	82.61%	-3.65%

Blue = More (> % of student body enrollment), Dark Yellow = Less (< % of student body enrollment)

↑Table↑ = Percentage of <Subgroup> who are <Race/ethnicity>

↓Chart↓ = Percentage of <Race/ethnicity> who are <Subgroup>

### Mountain Pine Percent Representation of Each Demographic



## Attachment VIII: 2020-2021 LEA Section 504 Proportionality in Discipline

The overall percentage of students provided services under Section 504 of the Rehabilitation Act of 1973 as compared to students served under Section 504 that were assigned a suspension within school districts in Garland County for the 2020-2021 school year are reported. The table presents the relative difference or gap between the overall Section 504 participation and each suspension action type. The 8% measure acts as an informal threshold indicator suggested by the Arkansas Division of Elementary Secondary Education (DESE) Equity Assistance Center (EAC).

<b>2020-2021 Section 504 Proportionality in Discipline</b>				
<b>District</b>	Percent of Section 504 Participation in LEA	<b>Percent* of Students Served under Section 504 Provided a Discipline Action</b>		Gaps Less than 8%
		In-School Suspension (ISS)	Out-of-School Suspension (OSS)	
Cutter-Morning Star	12.78%	17.95%	17.39%	Yes +5.17%; +4.71%
Fountain Lake	7.75 %	6.77%	15%	Yes -0.98; +7.25
Hot Springs	3.42%	2.37%	2.96%	Yes -1.05; -0.46
Jessieville	5.2%	11.11%	3.85%	Yes +5.91; -1.35
Lake Hamilton	9.76%	8.14%	11.35%	Yes -1.62; +1.59
Lakeside	6.09%	6.72%	6.9%	Yes +0.63; +0.81
Mountain Pine	7.49%	3.85%	4.76%	Yes -3.64; -2.73
State	5.5%	9.57%	7.05%	

\*Percent (%) represented the number of students that are served under Section 504 that were suspended per suspension action type (ISS/OSS) out of the total number of students suspended in that action type.  
Source: Arkansas Department of Education (ADE) Data Center and My School Info.

## Attachment IX: 2020-2021 LEA Special Education Annual Performance Report: Discipline Rates, Disproportionality in Discipline & Disproportionality in Identification and Disability

## 2601 : CUTTER-MORNING STAR SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2019/2020 school year)	29.80%	10.53%	0.68%	Y	N/A	↑
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.						
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2019/2020 school year)	0.00%	0.00%	<=4.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

**2601 : CUTTER-MORNING STAR SCHOOL DISTRICT**

2020 - 21 Annual Performance Report

**DISPROPORTIONALITY: IDENTIFICATION & DISABILITY**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

 Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

Garland County Desegregation Monitoring Report 2021 – 2022

## 2602 : FOUNTAIN LAKE SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2019/2020 school year)	29.80%	10.53%	0.34%	Y	N/A	↓
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.						
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2019/2020 school year)	0.00%	0.00%	<=4.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

Garland County Desegregation Monitoring Report 2021 – 2022



## 2602 : FOUNTAIN LAKE SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

## 2603 : HOT SPRINGS SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2019/2020 school year)	29.80%	10.53%	0.00%	Y	N/A	↑
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.						
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2019/2020 school year)	0.00%	0.00%	<=4.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance Report 2020-21

## 2603 : HOT SPRINGS SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

 Indicator Met: ■ Met ■ Not Met    Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

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## 2604 : JESSIEVILLE SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 04-A: Suspensions &amp; Expulsions &gt; than 10 days</b> (Data from 2019/2020 school year)	29.80%	10.53%	0.00%	Y	N/A	↓
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.						
<b>Indicator 04-B: Suspensions &amp; Expulsions for &gt; than 10 days by Special Education Race vs. General Education all races.</b> (Data from 2019/2020 school year)	0.00%	0.00%	<=4.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

## 2604 : JESSIEVILLE SCHOOL DISTRICT

2020 - 21 Annual Performance Report

**DISPROPORTIONALITY: IDENTIFICATION & DISABILITY**

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

Garland County Desegregation Monitoring Report 2021 – 2022



**2605 : LAKE HAMILTON SCHOOL DISTRICT**

2019 - 20 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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**DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE**

**Indicator 04-A: Suspensions & Expulsions > than 10 days**  
(Data from 2018/2019 school year)

29.51%

29.50%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

**Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races.**  
(Data from 2018/2019 school year)

0.38%

0%

&lt;=4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator Met: ■ Met ■ Not MetYear to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

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## 2605 : LAKE HAMILTON SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↓
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

 Indicator Met: ■ Met ■ Not Met    Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

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## 2606 : LAKESIDE SCHOOL DISTRICT - GARLAND

2020 - 21 Annual Performance Report

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 04-A: Suspensions &amp; Expulsions &gt; than 10 days</b> (Data from 2019/2020 school year)	29.80%	10.53%	0.00%	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.						
<b>Indicator 04-B: Suspensions &amp; Expulsions for &gt; than 10 days by Special Education Race vs. General Education all races.</b> (Data from 2019/2020 school year)	0.00%	0.00%	<=4.00	Y	N/A	↓
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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## 2606 : LAKESIDE SCHOOL DISTRICT - GARLAND

2020 - 21 Annual Performance Report

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↓
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

 Indicator Met: ■ Met ■ Not Met    Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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## 2607 : MOUNTAIN PINE SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISCIPLINE RATES &amp; DISPROPORTIONALITY in DISCIPLINE

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2019/2020 school year)	29.80%	10.53%	1.35%	Y	N/A	↑
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.						
Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2019/2020 school year)	0.00%	0.00%	<=4.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
Notes: (1) State rate and state target are based on the percent of districts identified as having inappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.						

Indicator Met: ■ Met ■ Not Met      Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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## 2607 : MOUNTAIN PINE SCHOOL DISTRICT

2020 - 21 Annual Performance Report

## DISPROPORTIONALITY: IDENTIFICATION &amp; DISABILITY

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
<b>Indicator 9: Disproportionality - Eligibility</b> Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						
<b>Indicator 10: Disproportionality - Child with a Disability</b> Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).						
	0.00%	0.00%	<=3.00	Y	N/A	↔
Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
Notes: (1) State rate and state target are based on the percent of LEAs identified as having inappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.						

 Indicator Met: ■ Met ■ Not Met    Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

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Source: Special Education LEA Annual Performance [Report](#) 2020-21

## Attachment X: Recognitions - Garland County School Districts

School District Recognitions in Garland County		2021							2019							2018						
		Blue Ribbon	Reward	Schools on the Move	ACT Aspire				Blue Ribbon	Reward	Schools on the Move	Beating the Odds	High Growth Elementary	High Growth Middle	High Growth High	Blue Ribbon	Reward	Schools on the Move	Beating the Odds	High Growth Elementary	High Growth Middle	High Growth High
					Beating the Odds	High Growth Elementary	High Growth Middle	High Growth High														
CMS -SD	Cutter-Morning Star Elementary										X											
	Cutter-Morning Star High										X											
FL-SD	Fountain Lake Charter High																					
	Fountain Lake Elementary										X											
	Middle - Cobra Digital Prep																					
HS-SD	Stem Magnet																					
	Hot Springs Intermediate																					
	Hot Springs Junior Academy																					
	Hot Springs Middle																					
	Hot Springs World Class High											X										
	Langston Magnet																					
	Arts Magnet																					
	Park Magnet	X	X							X												
J-SD	Jessieville Elementary		X		X						X	X										
	Jessieville High											X										
	Jessieville Middle				X		X					X										
LH-SD	Lake Hamilton Elementary																					
	Lake Hamilton High																					
	Lake Hamilton Intermediate																					
	Lake Hamilton Junior																					
	Lake Hamilton Middle																					
	Lake Hamilton Primary																					
LS-SD	Lakeside High																					
	Lakeside Intermediate									X							X					
	Lakeside Junior																					
	Lakeside Middle																					
	Lakeside Primary									X	X						X					
MP - SD	Mountain Pine Elementary																					
	Mountain Pine High				X																	

Source: University of Arkansas Office for Education Policy

## Attachment XI: Available Labor Pool of Certified Staff Notice



**From:** [ade.equityassistance](mailto:ade.equityassistance)  
**To:** [nancy.anderson@cmseagles.net](mailto:nancy.anderson@cmseagles.net); [mmurphy@flocobras.com](mailto:mmurphy@flocobras.com); [nehuss@hssd.net](mailto:nehuss@hssd.net); [melissa.speers@jsdlions.net](mailto:melissa.speers@jsdlions.net); [shawn.higginbotham@lhwwolves.net](mailto:shawn.higginbotham@lhwwolves.net); [shawn\\_cook@lakesidesd.org](mailto:shawn_cook@lakesidesd.org); [bobby.applegate@mpsdrd.com](mailto:bobby.applegate@mpsdrd.com)  
**Cc:** [Courtney Salas-Ford \(ADE\)](#); [Oliver Dillingham \(ADE\)](#); [Darrell Farmer \(ADE\)](#); [Lance LeVar \(ADE\)](#); [Denise McCoy \(ADE\)](#); [Lasonia Johnson \(ADE\)](#)  
**Subject:** Equity Assistance - Labor Pool Data  
**Date:** Monday, April 18, 2022 9:15:52 AM  
**Attachments:** [Educator License Areas with Type Race and Gender.3.9.2022.xlsx.xlsx](#)

---

Good morning,

This email serves to assist the school districts in Garland County in the area of hiring minority teachers and staff. Pursuant to Section III of the *Garland County Comprehensive Settlement Agreement*, the Arkansas Department of Education (ADE) agreed to study, determine, and report to the school districts in Garland County “the composition of the available labor pool for black teachers and staff for Garland County”.

For this purpose, the Equity Assistance Center (EAC) has attached to this email an Excel spreadsheet detailing the following educator information:

- Licensee Name
- Licensee Race
- Licensee Gender
- License Type
- License Effective Date
- License Expiration Date
- Area Code
- Area Name
- Grade Low and High
- Area Effective Date
- Area Expiration Date
- Licensee City
- Licensee Zip Code

It may be helpful to use Ctrl-F (search feature) in the spreadsheet when searching for specific areas.

The EAC has inserted this data into a Google spreadsheet to view educator data by county and to search for specific license areas. The Google sheet automatically organizes and presents educator information by race and gender. Access this tool [here](#). Please note:

- This document is live and shared directly with each of the Garland County school district superintendents
  - Multiple districts may access this file at the same time.
    - If data is changing unexpectedly, look at the top right to see if more than one person is as accessing the sheet.
  - A copy of this spreadsheet will not have access to the data.
- There are two tabs/sheets available.
  - Charts Tab (*Lists overall teacher demographics by county*)
    - Select County (Changes the county for **both tabs/sheets**)
  - Educators Tab (*Lists teachers by gender and race for specific certifications*)
    - Select License Area (Only changes **this tab**)
    - Select Race/Ethnicity (Only changes **this tab**)
  - Only cells with a gray background can be edited

Be reminded that these documents contain private information about Arkansas licensed educators. Please let us know if you should have any questions or if the EAC may be of further assistance.

Regards,

**Oliver Dillingham**, Public School Program Manager  
Arkansas Department of Education  
Division of Elementary and Secondary Education  
Equity Assistance Center  
4 Capitol Mall, Mail Box 25  
Little Rock, AR 72201  
Office: (501) 682-4213  
[Oliver.Dillingham@ade.arkansas.gov](mailto:Oliver.Dillingham@ade.arkansas.gov)

**Darrell Farmer**, Public School Program Advisor  
[Darrell.Farmer@ade.arkansas.gov](mailto:Darrell.Farmer@ade.arkansas.gov)

**Lance LeVar**, Public School Program Advisor  
[Lance.Lever@ade.arkansas.gov](mailto:Lance.Lever@ade.arkansas.gov)

**Lasonia Johnson**, Public School Program Advisor  
[Lasonia.Johnson@ade.arkansas.gov](mailto:Lasonia.Johnson@ade.arkansas.gov)

## Attachment XII: 2021 – 2022 Minority Teacher and Administrator Recruitment Plans

## **Cutter Morning Star Minority Recruitment Plan 2021-2022**

The Cutter Morning Star Faculty and staff composition is 98.88% white. We have only had 8 minority applicants in the last five years. Our student body consists of approximately 11.83% Hispanic, 2.37% Black, 1.42% Native American, 0.95% Asian, 7.41% two or more races and 76.03% White. According to the last census report, Cutter Morning Star School District had a community make-up of 95.6% White, .5% Black, 2% Hispanic and 0% American Indian.

Our community makeup is largely White (approximately 4.4% minority). This would indicate that we will need to do a better job recruiting staff to bring them in line with our student and community ratio. Minority applicants many times do not apply in smaller, rural districts. We need to reach out to this talent pool of educators and show the positive aspects of smaller districts.

### **Short Term Goals**

1. Advertise more in Colleges and Universities with large minority populations.
2. Try to attend some College job fairs.
3. Allow students to attend Educational Career Fairs.

### **Long Term Goals**

1. All of the Short Term Goals.
2. Strengthen the Future Teachers Club in the High School.
3. Have information about teaching careers put in school curriculum.
4. Have a Staff relative to student population ratio.

### **Needed Improvements**

1. Work toward adding some minority employees in both the certified staff and the non-certified staff.

### **Recruiting Administrators**

1. Attend Job Fairs at institutions where this certification is allowed.
2. Encourage staff to attain this certification.
3. Attend professional meetings and converse with minorities already certified.
4. Converse with other Administrators about the possible candidates.

### **Encouraging Students**

1. Have staff promote the teaching profession.
2. Have staff relate to the need for minorities in education.
3. Bring college of education speakers for students.

### **Action Plan**

1. Advertise our school with brochures to colleges.
2. Administrators will attend job fairs when feasible and a job opening exists.
3. Written documentation of efforts to attain minorities when an opening exists.
4. Bring ratio of staff to ratio of student population as much as possible.

### **Evaluation**

Evaluation will be based on the amount of effort put forth by our school as shown in our documentation as to the ratio of staff minority percent to student minority percent. This will be discussed by our administrative staff when any staff position becomes available.

**SCHOOL DISTRICT/CHARTER SCHOOL:**

**Fountain Lake School District**

The recruitment plan should include, but is not limited to, the following:

1. Data
  - Racial composition of teachers and administrators  
WM-30, BM-1, WF-89
  - Racial composition of teachers and administrators hired in the past five (5) years  
WM-33, BM-1, WF-93
  - Racial composition of the current student body  
AF-2, AM-1, BF-6, BM-3, HF-55, HM-58, NAF-1, NAM-2, 2MF-22, 2MM-29,  
WF-549, WM-626
2. Analysis and summary of data collected – [see attached](#)
3. Short-term goal(s) and progress in goal attainment- [see attached](#)
4. Long-term goal(s) for the next ten (10) school years and progress in goal attainment-  
[see attached](#)
5. Improvements needed to increase recruitment-[see attached](#)
6. Objectives, strategies, and activities used in recruitment and for encouraging students to pursue a career in education- [see attached](#)
7. Action plan, including procedures for implementing, monitoring progress, and evaluating –[see attached](#)



**2021-2022****Minority Teacher and Administrator Recruitment Plan****2. Analysis and summary of data collected**

Minority teacher percentage is closely aligned to Minority student percentage.

**3. Short-term goal(s) and progress in goal attainment**

Fountain Lake School District deems that it is the responsibility of the district to seek and hire most highly qualified faculty and staff for all positions. The district strives to hire teachers and staff that are licensed in the areas to which they are assigned. The short term goal is to abstain from receiving any citations on the cycle 2 reports that are submitted to the Arkansas Department of Education on October 1<sup>st</sup> of each school year.

**4. List long-term goals:**

Fountain Lake School District recognizes the diversity of the population in age and race. With this in mind, we strive to seek out diverse, highly qualified applicants. We will continue to recruit applicants through our local and state newspapers, Arkansas Department of Education and Educational Association Administrators website. We maintain an active member of the Henderson State University's Teacher Professional Development Partnership which continues to link Fountain Lake School District with other area schools, educational cooperatives and colleges. This partnership allows the recruitment to reach outside our local community. We continue to utilize our membership with Teacher to Teacher. We will continue to partner with non-traditional programs sponsored through the Arkansas Department of Education and State Universities.

**5. Identify improvements needed to increase recruitment:**

Fountain Lake School District is continuing to maximize our local, regional and statewide advertising capabilities. Consider actively participating in education job fairs that are sponsored through the Arkansas Department of Education. FLSD has partnered with HSU, OBU, ATU and UALR to assist with providing student internships for upcoming teachers. FLSD hopes to increase the pool of applicants by doing so. Along with these improvements, prior to making any recommendations for hire, the administration will verify licensure codes, references and past job performance of all applicants.

**6. Give objectives; identify strategies and activities for encouraging students to pursue a career in Education.**

Fountain Lake School District actively promotes the career path of education to our students. Our students begin in the 8<sup>th</sup> grade pursuing the options for the career path they may desire to see, we offer varied resources for them to develop into. One option that has been particularly advantageous is that of job shadowing where the student is allowed to work with local teachers having one on one time to ask questions about the educational field and hear personal stories of success from someone who is living the profession. FLSD has partnership with HSU on the Cadet Program and employee a full-time career counselor to work with other FLSD counselors.

**7. Action plan, including procedures for implementing, monitoring progress, and evaluating Fountain Lake School District intends to continue to meet short term and long term goals in a timely manner. The recruitment and hiring process will be evaluated annually by the Superintendent,**



positions we have available. Fountain Lake School District is an Equal Opportunity Employer and continues to be dedicated to the policy of nondiscrimination in all aspects of our educational programs, activities or employment.

## Minority Teacher and Administrator Recruitment Plan

### HOT SPRINGS SCHOOL DISTRICT

#### *Data*

##### *Current Demographics*

	Students	Certified Staff	Community
<b>Total #</b>	3,586	329	38,557
<b>White</b>	1,234 (34.41%)	270 (82.07%)	28,703 (74.44%)
<b>Black</b>	1,277 (35.61%)	50 (15.20%)	6,594 (17.10%)
<b>Hispanic/Latinx</b>	697 (19.44%)	6 (1.82%)	873 (2.26%)
<b>Asian/Pacific Isl.</b>	3 (0.08%)	0 (0.00%)	396 (1.03%)
<b>N. Amer./AK N.</b>	1 (0.03%)	0 (0.00%)	392 (1.02%)
<b>2+</b>	374 (10.43%)	3 (0.91%)	1,599 (4.15%)

##### *Certified Staff Past Five Years*

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
<b>Total #</b>	329	337	337	339	341
<b>White</b>	270 (82.07%)	277 (82.20%)	280 (83.09%)	293 (86.43%)	304 (89.15%)
<b>Black</b>	50 (15.20%)	54 (16.02%)	49 (14.54%)	39 (11.50%)	34 (9.97%)
<b>Hispanic/Latinx</b>	6 (1.82%)	3 (0.89%)	5 (1.48%)	5 (1.47%)	3 (0.88%)
<b>Asian/Pacific Isl.</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
<b>N. Amer./AK N.</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
<b>2+</b>	3 (0.91%)	3 (0.89%)	3 (0.89%)	2 (0.59%)	0 (0.00%)

##### *Certified Staff Hired Past Five Years*

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
<b>Total #</b>	37	30	36	43	26
<b>White</b>	24 (64.86%)	21 (70.00%)	22 (61.11%)	40 (93.02%)	21 (80.77%)
<b>Black</b>	11 (29.73%)	9 (30.00%)	12 (33.33%)	2 (4.65%)	5 (19.23%)
<b>Hispanic/Latinx</b>	2 (5.41%)	0 (0.00%)	1 (2.78%)	1 (2.33%)	0 (0.00%)
<b>Asian/Pacific Isl.</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
<b>N. Amer./AK N.</b>	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
<b>2+</b>	0 (0.00%)	0 (0.00%)	1 (2.78%)	0 (0.00%)	0 (0.00%)

***Analysis and summary of data collected***

Patterns	We have a large minority population of students, but our minority staff population is much smaller. Each year we see small gains, but the gap is still very large.
Hiring trending to parity	It is trending toward parity in the area of hiring minority administrators. Currently, out of 22 certified administrators, 10 are white, 11 are black and 1 is hispanic. We need to focus on hiring minority teachers to move our district toward parity.
Additional data need	The number of minority students enrolled in educator prep programs. The number of minority students enrolled in alternative licensure programs. Information about why minority students are not enrolling in education prep programs.
Vision of why	To provide all of our students with an education that is delivered by a diverse staff.
Additional Comments	

***Short-term goal(s) and progress in goal attainment***

Short Term Goal(s)	<p>The Hot Springs School District will increase the number of students enrolled in teacher prep courses at the high school for the 2022-2023 school year by 10%</p> <p>Increase the number of minority applicants for certified positions by 20% by the end of the 2022-2023 school year.</p>
Progress Made	We have attended career fairs hosted by University of Arkansas Pine Bluff and the Arkansas Department of Education with the goal of recruiting minority teachers, but we didn't see any applicants from those two career fairs. We continue to monitor the racial composition of the district and have increased the number of minority certified staff members by a small percentage.
Additional Comments	

***Long-term goal(s) for the next ten (10) school years and progress in goal attainment***

Long Term Goal(s)	<p>Increase the number of certified minority staff by 20% to achieve parity between staff and student populations by the end of the 2025-2026 school year.</p> <p>The Hot Springs School District will increase the number of non-certified staff members pursuing teacher licensure by 20% for the 2025-2026 school year.</p>
Progress Made	We have done a good job recruiting and hiring administrators. This year, the racial makeup of the district administrators is 51% minority members and 49% non-minority members. We were able to assist with certification and hire six of our paraprofessionals. We hired three former students as paraprofessionals with the intention to help them gain certification and hire them as teachers.
Additional Comments	

***Improvements needed to increase recruitment***

Improvements	We must focus on a grow your own model for recruitment and hiring. Since we have such a high minority student population and a high minority population of non-certified staff, we need to focus our efforts on assisting those two groups in obtaining their license and teaching for our district.
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***Objectives, strategies, and activities used in recruitment and for encouraging students to pursue a career in education***

**Recruiting Certified Minority Staff**

Implement Educators Rising at our high school.  
 Meet with paraprofessionals and non-certified staff pathways to licensure and help them as they work toward licensure.  
 Implement a recruitment bonus for all new staff hired.

**Encouraging Minority Students**

Implement Educators Rising at our high school  
 Visit the Teacher Education classes at the high school and share with them the pathways to licensure.  
 Share with students scholarship opportunities for prospective teachers.

**Additional Comments**

***Action plan, including procedures for implementing, monitoring progress, and evaluating***

**Short Term Goal**

The Hot Springs School District will increase the number of students enrolled in teacher prep courses at the high school for the 2022-2023 school year by 10%

	Description	Person Responsible	Target Date
Action Step	Implement Educators Rising Program at the high school in the Liberal Arts Academy.	Sarah Graham	May 30, 2022
Action Step	Speak to students in the Education and Healthcare Academy at the high school and share scholarship opportunities and pathways to licensure.	High School Counselors	December 20, 2022
Action Step	Bring lunch or dinner and meet with interested students at lunch or after school and talk to them about career paths in teaching.	Becky Rosburg	May 30, 2022
Action Step	Meet with 9th graders in the spring as they are choosing the academy for high school and share information about a career in teaching and scholarship opportunities that are available to prospective teachers.	Becky Rosburg	May 30, 2022

**Short Term Goal (optional)**

Description	Person Responsible	Target Date

Action Step	Arkansas colleges and universities will be contacted in order to obtain information on campus Career Fairs. A focus will be placed on attending career fairs at colleges and universities with higher percentages of minority students. District representatives will attend the career fairs in order to identify and actively recruit minority education graduates for employment in the Hot Springs School District.	Becky Rosburg	April 30, 2022
Action Step	District recruitment evening events. Dinner will be provided and minority certified staff will be asked to share their experience in Hot Springs School District and reasons they have for working in the Hot Springs School District.	Becky Rosburg	April 20, 2022
Action Step	Employment opportunity announcements related to the availability of certified teaching or administrative positions will be posted in areas of the community such as local churches and businesses, the library, and community centers. Additionally, we will continue to post employment opportunities on the district website, the district social media sites and on AAEE's School Spring site in an effort to recruit minority staff members for employment in the Hot Springs School District.	Becky Rosburg	May 30, 2022
Action Step	Applications received for certified teaching positions will be maintained in the TalentEd system managed by the human capital department which is housed at the district Administrative Office. When vacancies occur within the district, individuals responsible for conducting placement interviews will be able to access the application forms in order to locate qualified minority applicants for possible employment in the Hot Springs School District.	Becky Rosburg	Ongoing throughout the year.

Additional Comments

**Long Term Goal**

	Description	Person Responsible	Target Date
Action Step	Collect staff data annually regarding race and building/location. Analyze data to determine areas of growth and areas of need. Write an action plan to increase minority certified staff hired into the the district each year.	Becky Rosburg	Annually by September 20th.
Action Step	Priority will be given to interviewing all minority applicants for certified positions.	Becky Rosburg	Annually during hiring season.
Action Step	Monetary recruitment incentives will be given for minority staff hired into certified positions.	Stephanie Nehus	May 30, 2022
Action Step	Retention incentives will be given to certified minority staff returning to work for the 2021-2022 school year.	Stephanie Nehus	November 30, 2021 and May 30, 2022

**Long Term Goal (optional)**

Description	Person Responsible	Target Date
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Action Step	Survey all non-certified minority staff to determine who is interested in pursuing a teaching license.	Becky Rosburg	October 30, 2021
Action Step	Schedule in-person meetings with each interested staff member to inform them of the pathways to licensure and create a plan for them to obtain licensure.	Becky Rosburg	December 30, 2021
Action Step	Information related to positions available within the district will be made available to existing personnel in an effort to encourage minority staff members to submit applications for those positions.	Becky Rosburg	Ongoing throughout the year.
Action Step	Non-certified minority employees will be allowed to work flexible schedules or to share a position with another staff member in order to attend college classes.	Becky Rosburg	Ongoing throughout the year.

Additional Comments

	Description	Person Responsible	Target Date
Goals/progress to stakeholders	School Board Meeting and Parent Involvement Meetings	Stephanie Nehus and Becky Rosburg	May 30, 2022
	School Board Meeting and Parent Involvement Meetings	Stephanie Nehus and Becky Rosburg	May 30, 2022

Additional Comments

# Teacher and Administrator Recruitment and Retention Plan

## JESSIEVILLE SCHOOL DISTRICT

### Data

#### Current Demographics

	Students	Certified Staff	Community
<b>Total #</b>	819	69	6751
<b>White</b>	703 (85.84%)	69 (100.00%)	6,271 (92.89%)
<b>Black</b>	16 (1.95%)	0 (0.00%)	89 (1.32%)
<b>Hispanic/Latinx</b>	36 (4.40%)	0 (0.00%)	337 (4.99%)
<b>Asian/Pacific Isl.</b>	7 (0.85%)	0 (0.00%)	29 (0.43%)
<b>N. Amer./AK N.</b>	3 (0.37%)	0 (0.00%)	3 (0.04%)
<b>2+</b>	52 (6.35%)	0 (0.00%)	22 (0.33%)

#### Certified Staff Past Three Years

	2020-2021	2019-2020	2018-2019
<b>Total #</b>	69	69	0
<b>White</b>	69 (100.00%)	69 (100.00%)	(0.00%)
<b>Black</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>Hispanic/Latinx</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>Asian/Pacific Isl.</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>N. Amer./AK N.</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>2+</b>	0 (0.00%)	0 (0.00%)	(0.00%)

#### Certified Staff ~~Hired~~ Past Three Years

	2020-2021	2019-2020	2018-2019
<b>Total #</b>	6	5	
<b>White</b>	6 (100.00%)	5 (100.00%)	(0.00%)
<b>Black</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>Hispanic/Latinx</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>Asian/Pacific Isl.</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>N. Amer./AK N.</b>	0 (0.00%)	0 (0.00%)	(0.00%)
<b>2+</b>	0 (0.00%)	0 (0.00%)	(0.00%)



### ***Analysis and Summary of Data Collected***

Patterns	Our community and our school demographics are aligned. We continue to struggle with getting minorities to apply.
Hiring Trending to Parity	The total number of applicants decreased significantly. There were no minorities in the applicants. We will continue to work towards increasing our minority applicants and hires.
Additional Data Needed	An analysis of the applicant data for all of Garland County schools would be valuable.
Vision of Why	It is important for each of our students to have people in their school community that have similar cultures and identities. This will help all students feel a sense of belonging. It will also help in diversifying our school culture.
Additional Comments	

### ***Teacher/Administrator Diversity Goal and Progress in Goal Attainment***

Teacher/Admin Goal(s)	<p>Increase the number of minority teachers by 3% by 2024-2025 school year in order to better reflect the racial/ethnic diversity of the district's students.</p> <p>Increase the number of minority applicants by 3% by the 2024-2025 school year.</p>
Progress Made	Jessieville School District attended several college and university career days during the Fall and Spring of the 2020-2021 school year. The candidates who attended the virtual session with Jessieville Schools included seven minorities. Those seven students were not ready to graduate and were unemployable due to this. However, two former Jessieville students who are minorities are looking to apply next year when their degrees are completed. The application pool for certified personnel for the current year was down as compared to previous years. No minorities applied. We will continue to move forward with our minority recruitment process.
Improvements Needed	The district needs to continue with developing and fostering relationships with colleges and universities around the state with an emphasis on minority candidates. The district needs to create literature which highlights our growing diversity with regards to race. Post job openings in places other than our district website such as social media and hiring platforms.
Additional Comments	Jessieville School District has also partnered with REACH University in order to recruit non-licensed personnel into the field of education.

### ***Students in Education Career Goal and Progress in Goal Attainment***

Educ. Students Goal(s)	Increase the number of JSD graduates who return as educators with an emphasis on minority students by 5% by the 2023-2024
Progress Made	The district needs to continue with developing and fostering relationships with colleges and universities around the state with an emphasis on minority candidates. The district needs to create literature which highlights our growing diversity with regards to race. Post job openings in places other than our district website such as social media and hiring platforms.
Improvements Needed	We will continue to have career conversation with minority students and build interest in the field of education.
Additional Comments	

### ***Objectives, Strategies, and Activities to Use***

Recruiting and Retaining Diverse Staff	<ol style="list-style-type: none"> <li>1. Develop relationships with college and university directors of education and career fair directors. Actively recruit minority students within those college and universities.</li> <li>2. Develop recruiting contacts with minority administrators in other Arkansas school districts.</li> <li>3. Develop a recruiting brochure that will highlight not only our school but also our growing diversity of students.</li> <li>4. Provide opportunities for our non-certified staff to attend college and attain a degree in education</li> </ol>
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5. Encourage students to pursue a career in education.

Encouraging Diverse  
Students to Pursue  
Education Career

1. Partnering high school students with elementary or secondary teachers to serve as a student aide.
2. High school students who are interested in the field of education are working with the after school program with teachers to assist in tutoring students.
3. Continue the discussion of creating/offering a Teacher Cadet program.

Additional Comments

## Action Plan

*Including procedures for implementing, monitoring progress, and evaluating*

Teacher/Administrator Diversity Goal

Increase the number of minority teachers by 3% by 2024-2025 school year in order to better reflect the racial/ethnic diversity of the district's students.

	Description	Person Responsible	Target Date
Action Step	Generate a list of targeted universities and colleges.	Kendal Glomski	Annually
Action Step	Attend career fairs and events	Kendal Glomski	Annually
Action Step	Recruit minority student interns to increase retention after graduation	Kendal Glomski	Annually
Action Step	Recruit classified personnel for the REACH Univeristy program with an emphasis on minority employees.		

Students in Education Career Goal

Increase the number of JSD graduates who return as educators with an emphasis on minority students by 5% by the 2023-2024 school year.

	Description	Person Responsible	Target Date
Action Step	Continue to pair high school students interested in education with teachers to mentor	Toby Packard	Each semester
Action Step	Continue to recruit high school students to work in the after school program with an emphasis on minority students	Amanda Sarver	Each semester
Action Step	Begin the process for a Teacher Cadet program through CTE	Toby Packard	May 2022
Action Step			

Additional Comments

## Optional Additional Goals

Teacher/Administrator Diversity Goal

Increase the number of minority applicants by 3% by the 2024-2025 school year.

	Description	Person Responsible	Target Date
Action Step	Actively recruit candidates through other school districts	Melissa Speers	Annually - on going
Action Step	Continue to network through professional organizations	Melissa Speers	Annually - on going
Action Step	Actively recruit minority administrators and teachers at professional meetings and conferences	Melissa Speers	Annually - on going
Action Step			

**Students in Education Career Goal**

	Description	Person Responsible	Target Date
Action Step			
Action Step			
Action Step			
Action Step			

Additional Comments

	Description	Person Responsible	Target Date
<b>Communicating to Stakeholders</b>	Goals will be shared during the Annual Report to the Public and to the school board	Melissa Speers	Annually
	School board will be updated twice a year on the progress	Melissa Speers	Twice a year

**Minority Teacher and Administrator Recruitment Plan  
2021 – 2022**

**Racial composition of Students, Licensed Staff and District Residents**

**Student population by Race**

	K-1 Primary	2-3 Elementary	4-5 Intermediate	6-7 Middle	8-9 Junior High	10-12 High School	Total	Percentage
Asian	2	4	5	3	3	7	24	0.58%
Black	17	33	26	30	23	25	154	3.74%
Hispanic	87	75	72	79	90	123	526	12.77%
Native American	1	6	6	1	1	4	19	0.46%
Two or More	39	38	31	32	56	63	259	6.29%
White	425	464	447	570	500	729	3135	76.14%
Total	571	620	588	716	675	951	4117	100%

**Lake Hamilton School District Residents by Race**

Race Category	District Residents	Percentage
Asian/Pacific Isl.	1754	.82%
Black	897	3.32%
Hispanic or Latinx	1,754	6.49%
Native American/AK native	198	.73%
Other Race / more than one	1,587	5.87%
White	22,363	82.76%
<b>Total</b>	<b>27,021</b>	<b>100%</b>

Source: 2020 Census



**Lake Hamilton Teacher and Administrators by Race**

<b>Race by Category</b>	<b>Number</b>	<b>Percentage</b>
Black	2	.643%
Hispanic	3	.964%
Hawaiian / Pacific Islander	0	0
White	306	98.3%
Total	311	100

**Licensed Personnel Hired Since July, 2017 by Race**

<b>Race Category</b>	<b>Number of Licensed Staff</b>	<b>Percentage</b>
Black	1	.78%
White	126	99.2%
Total	127	99.99

**Data Summary**

The data in the tables reflect an under-representation, relative to the racial composition of the student body, of minority teachers and administrators currently employed at Lake Hamilton Schools. One of the reasons we have not been successful in attracting minority teacher and administrators is the low volume of total applicants for positions. Also, each school district in our county is attempting to do the same thing further diluting the pool of minority teachers and administrators available.

**Short-term Goals**

Our goal is to recruit, hire, and retain qualified, licensed minority teachers and administrators. The district hopes to reduce the race disparity between the student population and teaching staff each year. The district did add one African American teacher this year and hired a 3<sup>rd</sup>. The third resigned before school began citing long travel time from home and difficulties with her transportation.

**Long-Term Goals**

Over the next ten years our goal is to have our student race percentages mirrored by our teaching staff. We need to attract enough qualified minority candidates to hire 12 African American teachers, 39 Hispanic teachers, and 20 teachers that identify as two or more races. While we did make some progress this year, we will likely not meet our goal at this current rate. We fill roughly 25 teacher or administrator positions each year due to retirement or staff leaving the district. Over the next 10 years our goal is to hire 1 African American Teacher, 4 Hispanic Teachers, and 2 teachers that identify as two or more races each year.

### **Strategies and Activities to Recruit Teachers and Administrators**

A. Lake Hamilton School District Office of Personnel Services will actively recruit minority applicants for licensed positions through online recruiting services, specifically using the Arkansas Association of Education Administrators website.

B. Lake Hamilton School District will post all job openings on the district's website and social media sites. Additionally, the district must make effort to coordinate social media ads for certified positions with minority group organizations and their social media sites.

C. Lake Hamilton School District will post administrative employment opportunities with state and regional graduate schools of education.

D. Lake Hamilton School District Communications Coordinator will attend teacher and educator job fairs at selected colleges and universities as well as any hosted by the Department of Elementary and Secondary Education.

E. Lake Hamilton will host a job recruiting Networking Night for potential employees. The Networking night will include representative from DESE provide licensing information to those who show up and are interested in becoming a teacher.

F. Recruiting of teachers, specifically minority teachers, must begin earlier. The district will take steps to begin developing relationships with minority teacher candidates earlier in their college experience. Contact will be made with college students before they are ready for an internship.

G. The district will encourage paraprofessionals who do not have a degree to attend courses to become teachers and show them routes to do so while they continue to be employed.

H. Begin a "Grow Your Own" program with high school students that encourage Lake Hamilton High School Students to become teachers.

I. Work with the universities assign interns to our district and ask them to send us the minority interns. The one African American Teacher we were able to hire this year did his internship here and we hired him.

J. Administrator meetings held in the winter that focus on the upcoming, "hiring season" will focus on the need for more minority teachers and administrators and examine the research that demonstrates the benefits of a teaching staff that mirrors the student population.

**SCHOOL DISTRICT:**  
**Lakeside School District**

**1. Give analysis and summary of the data collected.**

**CERTIFIED TEACHING STAFF**

Year	Black Number and %	Asian Number and %	Hispanic Number and %	Other Number and %	White Number and %
2015-16	3-1.25%	1-.42%	1-.42%	0	234-97.91%
2016-17	3-1.25%	1-.42%	1-.42%	0	237-97.91%
2017-18	4-1%	3-1%	1-.42%	0	234-97.58%
2018-19	4-2%	3-1%	1-.40%	0	249-96.6%
2019-20	5-2%	1-.40%	1-.40%	0	244-97.2%
2020-21	8-3.4%	3-1.2%	1-.4%	0	220-95%
2021-22	10-3.4%	2 - 0.7%	1 - .33%	0	283 - 95.6%

**ADMINISTRATORS**

Year	Black Number and %	Asian Number and %	Hispanic Number and %	Other Number and %	White Number and %
2015-16	0-0%	0-0%	0-0%	0-0%	15-100%
2016-17	0-0%	0-0%	0-0%	0-0%	15-100%
2017-18	0-0%	0-0%	0-0%	0-0%	15-100%
2018-19	0-0%	0-0%	0-0%	0-0%	15-100%
2019-20	0-0%	0-0%	0-0%	0-0%	17-100%
2020-21	0-0%	0-0%	0-0%	0-0%	17-100%
2021-22	1 - 5%	0 - 0%	0 - 0%	0 - 0%	17 - 95%



**RACIAL COMPOSITION OF CERTIFIED STAFF NEW TO THE DISTRICT**

YEAR	# of new employees	# of minorities employed	% of minorities employed
2015-2016	40	1	2%
2016-2017	23	0	0%
2017-2018	31	3	9%
2018-2019	25	0	0%
2019-2020	20	1	5%
2020-2021	21	3	14.3%
2021-2022	27	3	11.1%

**RACIAL COMPOSITION OF STUDENTS K-12**

YEAR	2 or more number and %	Black number and %	Asian number and %	Hispanic number and %	Other number and %	White number and %	Total
2015-16	n/a	360 10.61%	74 2.18%	n/a	58 1.71%	2891 85.26%	3391
2016-17	n/a	387 11%	73 2%	n/a	61 2%	2950 85%	3471
2017-18	145 4%	307 9%	62 2%	356 10%	36 1%	2563 74%	3469
2018-19	161 4.55%	293 8.29%	59 1.67%	389 11%	31 0.87%	2602 73.61%	3535 100%
2019-20	171 4.8%	299 8.4%	57 1.6%	394 11.1%	28 .8%	2599 73.3%	3548 100%
2020-21	166 4.67%	279 7.84%	59 1.66%	439 12.34%	23 .65%	2592 72.89%	3558 100%
2021-22	179 5.35%	260 7.77%	61 1.82%	406 12.13%	21 .63%	2420 72.30%	3347 100%

**2. List short-term goals.**

- 1. Recruit prospective minority teachers/administrators at various university job fairs and by posting openings in varied media formats (i.e. Indeed, Facebook, Instagram, and LinkedIn) and by seeking referrals from minority staff members (both certified and classified), educational cooperatives (not limited to the one in our area), and community minority organizations.**
- 2. Encourage minority students to enter the teaching profession through our Orientation to Teaching Program in grades 9-12**
- 3. Increase the number of minority interns assigned to Lakeside by colleges/universities. (Based on the number of interns that are assigned to Lakeside each year, and the number of minority interns available, we will request that at least one minority intern be placed at Lakeside each time an assignment is made.)**
- 4. Currently, our African American student population is 8%. We have increased our African American certified positions by 2 employees in one year. We will strive to increase that teaching percentage to be equivalent to our student population.**
- 5. Our Hispanic population is our largest minority student group. We only have 1 Hispanic teacher. Thus, this is an area on which we need to focus our recruitment and retention of Hispanic teachers and administrators.**

**3. List long-term goals.**

- o To develop a consistent pipeline of minority alumni from Lakeside graduation, to college graduation/teacher certification, to Lakeside employees (We have already implemented this in a collaborative effort between our technology department and our curriculum and instruction department. A former Lakeside graduate/college student who is also a minority student, is employed in our technology department as a paid intern. We are expanding her work with our district this fall. She is a music education major at Henderson State University and is implementing an after school orchestra program for students. It is our hope that she, at some point, will want to work for Lakeside as a teacher/technology team member.)**
- o To increase the number of minority teacher applicants.**
- o To increase the number of minority administrator applicants.**
- o To continue to focus on all minority recruitment but to focus on an increase of our Hispanic teaching population as it is our highest minority population, making up roughly 12% of our student body. Currently we have 1 Hispanic teacher.**

4. **Identify improvements needed to increase recruitment.**
  - o **Attract certified minority applicants**
  - o **Increase the number of minority students in the advanced class tracks (including but not limited to Advanced Placement Courses**
  - o **Develop the interest of minority students to enter the teaching profession**
  - o **High School Counselors persistently follow-up with minority graduates pursuing teacher certification.**
  - o **Enlist minority leaders in our community to promote aspects of Hot Springs and Garland County that are attractive in regard to residency. Examples include easy, year-Round access to the famous hot springs hiking, boating, fishing, horse racing, low cost of living, low property taxes, and a June 19, 2020 report produced by the Arkansas Bureau of Legislative Research which lists Lakeside School District as the 5th highest paid district in the area of minimum teacher salary.**
  
5. **Give objectives; identify strategies and activities used in recruiting administrators.**
  - o **Advertise all open positions, especially administrative, in newspapers and publications likely to be viewed by minorities**
  - o **Contact college and university placement offices when administrative openings are available**
  - o **Encourage Lakeside minority teachers to obtain an administrative license**
  - o **Encourage minority teachers to participate in the superintendent, Shawn Cook's Leadership Academy for aspiring administrators.**
  - o **Train recruiters, hiring managers, and principals on interviewing and selection best practices for D.E.I.**

6. **Give objectives; identify strategies and activities for encouraging students to pursue a career in education.**
  - o High School students will be given opportunities to volunteer in elementary classrooms and participate in our teacher preparation program. High School minority students participating in the volunteer program, who show an interest, will be provided information on the benefits of a teaching career
  - o High School counselors will work with minority students to obtain funding for college and will encourage a career in education (This is an ongoing effort that will yield great benefits for minority students. )
  - o Administrators will request that minority teacher interns be assigned to Lakeside and these minority interns will be asked to talk with our students about why they chose to teach as a career
7. **Give an action plan; include procedures for implementing, monitoring progress, and evaluating.**
  - o Local, county, and state groups/offices will be contacted to enlist sound ideas on recruiting minority employees.
  - o District personnel will attend at least two college teacher fairs in Arkansas. At least one college will have a 25% minority enrollment.
  - o Similar demographic schools in the state will be contacted to discuss their recruitment ideas.
  - o The District Superintendent will attend a Desegregation Consortium of area schools to help support and increase minority participation in our district at all levels.
  - o The Deputy Superintendent will be responsible for overseeing the Lakeside District Minority Recruitment Plan.
  - o Prioritize funding for ongoing and deep professional development on equity, tolerance, implicit bias, and anti-racism for educators at all levels.

The Lakeside School District is committed to helping all students grow through learning by preparing them for an ever-changing world and by providing a learning environment that will facilitate the total development of each person. This includes a culture that is diverse and representative of our world. We plan to share this commitment formally to our patrons and school board members at our regularly scheduled board meetings; informally through professional development, staff meetings, and parent meetings. This will allow us to share the progress we make, continue to make adjustments to our plan as needed, and get stakeholder input.

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# **Mountain Pine School District #47**

## **Minority Teacher and Administrator Recruitment Plan (MTARP) 2021-2022**

### **VISION**

The Mountain Pine School District recognizes that the number of minority teachers and administrators employed by our school district should have a direct correlation with the demographic percentage of our students. Diversity is very important at all levels of faculty to help students realize that we can offer a diverse education by a diverse group of educators to our students and community. As our minority population continues to increase, it is equally important that we offer a diverse experience of leadership and role models for our students' continued success. By creating a diverse population of teachers and administrators, the Mountain Pine School District has proven that we are sensitive to all needs and will continue to provide a diverse educational experience, sensitive to the needs of our minority students.

### **SHORT TERM GOAL**

The Mountain Pine School District will reduce the disparity between the percentage of minority teachers and administrators with the percentage of minority students by 3% each year.

### **OBJECTIVES AND TASKS to INCREASE MINORITY TEACHER/ADMINISTRATOR**

**POOL:** The Mountain Pine School District will review and improve the objectives and strategies listed below on a yearly basis to recruit and retain highly effective minority teachers and administrators.



**1. Objective: To develop a Minority Recruitment and Retention Team.**

Develop strategies that aid in the recruitment of minority teachers and administrators	Administration, Human Resources, and Minority Recruitment Retention Team	On-Going
Be diligent and creative in our efforts to locate the candidates whom we are seeking	Administration, Human Resources, and Minority Recruitment Retention Team	On-Going
Cultivate relationships by creating awareness among our teachers and administrators concerning the need for minority teachers and administrators	Administration, Human Resources, and Minority Recruitment Retention Team	Daily
Target the recruitment of minority personnel who meet the district and state qualifications and certifications	Administration, Human Resources, and Minority Recruitment Retention Team	On-Going
Encourage minority students to pursue a career in education.	Administration and Teachers	Daily

**2. Objective: Develop relationships with college and university Directors of Education and actively recruit minority education students.**

<b>Strategies and Activities</b>	<b>Person Responsible</b>	<b>Timeline</b>
Generate a list of target colleges and universities	Human Resources and Minority Recruitment Retention Team	Annually
Recruiting Trips to selected colleges and universities with interested minority educational candidates for teachers and administrators	Human Resources and Minority Recruitment Retention Team	Annually
Request minority student teachers to help increase the likelihood that we can retain those student teachers permanently	Human Resources and Minority Recruitment Retention Team, Principals	Annually

**3. Objective: Develop recruiting contacts with minority administrators in other Arkansas school districts.**

<b>Strategies and Activities</b>	<b>Person Responsible</b>	<b>Timeline</b>
Communicate with minority administrators in Arkansas Districts	Superintendent and Building Administrators	On-Going
Active recruiting of minority Arkansas administrators at professional meetings and conferences	Superintendent, Building Administrators, and Minority Recruitment Retention Team	On-Going
Attend local and regional teacher job fairs that have a vast array of qualified teacher and administrator applicants.	Human Resources	On-Going



**4. Objective: Develop a recruiting brochure that will highlight our school and the benefits of working here.**

<b>Strategies and Activities</b>	<b>Person Responsible</b>	<b>Timeline</b>
Communicate highlights of our school district for all demographics	Superintendent, Building Principals, and Public Relations	On-Going
Communicate the benefits of working in a small school district vs. a larger one.	Superintendent, Building Principals, Public Relations, and ALL Staff Members	On-Going

**5. Objective: Encourage our students to pursue a career in education.**

<b>Strategies and Activities</b>	<b>Person Responsible</b>	<b>Timeline</b>
<p>Engage minority students in their student success plan by:</p> <ul style="list-style-type: none"> <li>• Taking a Career Development class in 8th grade</li> <li>• Test using Kuder yearly (beginning in 8th grade)(All Students)</li> <li>• Career Action Planning System (CAPS) in grades 7-12. We target minority groups by having our minority teachers/administrators speaking about the shortage areas in teaching</li> <li>• WorkKeys Assessment in 11th grade</li> <li>• ACT in 11th grade</li> <li>• College and Career Planning during 11th &amp; 12th grades. We target minority groups, as well as focus on shortage areas in teaching</li> </ul>	MPHS Counselor, College and Career Coach, Advisors, Career Orientation Teacher, HS Principal, District Test Coordinator	On-Going
Actively recruit minority students and encourage them to seek a career in the education field.	MPHS Counselor, College and Career Coach, Advisors, and Staff, HS Principal	Annually
Identify sources of funding to assist minority students in attending college to prepare for a career in education	MPHS Counselor and College and Career Coach, HS Principal	On-Going

**LONG TERM GOAL**

The Mountain Pine School District will have a teaching pool that reflects the racial and ethnical diversity of the students in the district by August, 2031.

**DATA**

**Racial composition of the teachers and administrators for the upcoming 2021-2022 school year:**

<u>RACE</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
African American	2	3.2%
Caucasian	59	95.2%
Hispanic	1	1.6%
Asian, Native American	0	0%
Hawaiian	0	0%

\*\* Notes: Promotion of 1 African American to (Dean of Students) and 1 Hispanic to (High School Principal) to serve administrative roles for the 2021-2022 school year.

**Racial Composition of teachers and administrators hired the past five (5) years:**

<b>School Year</b>	<b># of African American Staff Hired</b>	<b>% African American Staff Hired</b>	<b># Caucasian Staff Hired</b>	<b>% Caucasian Staff Hired</b>	<b># Asian, Hispanic, Native American, Hawaiian Staff Hired</b>	<b>% Asian, Hispanic, Native American, Hawaiian Staff Hired</b>
<b>2016-17</b>	<b>1</b>	<b>8%</b>	<b>11</b>	<b>92%</b>	<b>0</b>	<b>0%</b>
<b>2017-18</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>88%</b>	<b>1</b>	<b>12%</b>
<b>2018-19</b>	<b>1</b>	<b>12%</b>	<b>7</b>	<b>88%</b>	<b>0</b>	<b>0%</b>
<b>2019-20</b>	<b>1</b>	<b>8%</b>	<b>11</b>	<b>92%</b>	<b>** (See Note Below)</b>	<b>** (See Note Below)</b>
<b>2020-21</b>	<b>*** (See Note Below)</b>	<b>*** (See Note Below)</b>	<b>6</b>	<b>100%</b>	<b>*** (See Note Below)</b>	<b>*** (See Note Below)</b>

\*\* Note: Applicants hired late in the summer for high-needs areas with few applicants.

\*\*\* Note: Applicants hired for high-needs areas with few applicants.

**Racial composition of the present student body (2020-2021): “As of 5/14/2021”***Results from My School Info: Data pulled from site on June 9, 2021*

<u>RACE</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Asian	5	0.8%
African American	48	7.8%
Hawaiian/Pacific Islander	8	1.3%
Hispanic or Latino	19	3.1%
Native American/Alaskan Native	3	0.5%
Two or more races	54	8.8%
White	477	77.7%
Primary Race-Total	614	100%

**Racial composition of the district's residents:***Results from the National Center for Education Statistics: Data pulled from site on June 9, 2021*

<u>RACE</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
African American	179	5%
Caucasian	3,185	89%
Hispanic	36	1%
Asian, Native American	0	0%
Hawaiian	0	0%
Two or more races	179	5%
Primary Race-Total	3,579	100%

**ANALYSIS AND SUMMARY OF DATA**

An analysis of this data shows that the number of minority teachers and administrators being hired in the Mountain Pine School District was stagnant during the summer of the 2021-2022 school year. In order to close the gap between the racial diversity of teachers and students, by the year 2031, the Mountain Pine School District will need to hire and retain approximately 2 minority teachers over the next 6 years. Two minority staff members were promoted to administrative roles during the summer of 2021.

**AREAS NEEDING IMPROVEMENT**

1. Overall Recruitment Process
2. Overall Attracting, Hiring, and Retaining Minority Candidates
3. Encouragement of minority students to pursue a career in education
4. Continuous communication and feedback with minority employees
5. Communication between the Mountain Pine School District and the Minority Recruitment Retention Team

### **ACTION PLAN**

The Mountain Pine School District will implement, monitor, and evaluate this plan as written. The implementation process will include meeting the goals and objectives as stated above. Monitoring will include periodic checks throughout the year to make sure the goals and objectives are being implemented. The evaluation process will include reviewing the number of minority teachers/administrators we are able to hire and retain, as well as, the number of minority applicants that we are able to increase. We will compare the percentages of minority teachers and administrators to our student demographics, in order to judge the success of our plan.

### **SHARING OF GOALS/ACTIONS TAKEN/MADE ON THE MTARP**

Data will be collected yearly on our Minority Teacher and Administrator Recruitment Plan by collecting data from the number of minority teachers and administrators that apply and are hired for positions of employment with the Mountain Pine School District. The information will be dispersed to the community by the September School Board meeting, newsletter and posted on our district website.

### **Minority Teacher and Administrator Recruitment Plan Team Members:**

Bobby Applegate, Superintendent; Toby Crosby, MTARP Director; Tammy Youngblood, HR; James Galarza, HS Principal; Lisa Engebretson, ES Principal; Lamont Page, Dean of Student/Coach; LaQuita Smith, 4th grade teacher; and Constance Matlock, SPed Paraprofessional.